

**RELATIONSHIP BETWEEN AN ENGLISH LANGUAGE PROGRAM
AND STUDENTS' PERFORMANCE IN NATIONAL STANDARDIZED
TESTS**

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TESTS**

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ABSTRACT

This research paper attempts to analyze the relationship between the results obtained by a group of Industrial Engineering students in the English module of the Saber Pro test and the English program they completed at a language institute where this study took place. In order to carry out this study, the methodology followed was based on the Critical Theory Paradigm, using a quantitative approach in which both a small portion of quantitative data was incorporated. Since the study focuses on the Industrial Engineering program, it is possible to state that we are going to work with a case study design. The instruments used were: Documents analysis, interviews, observations, surveys and statistical analysis.

This paper contributes to a general understanding of the English program itself and its impact on students' performance in the Saber Pro Test. Results can benefit different stakeholders such as academic and administrative staff, the teachers and the students in order to examine how the program helps the students to reach the level of English proposed by the institute (B1) and in general how it helps students develop their language skills. Results in these standardized tests are used to rank the universities at national level therefore they are an important source of information.

Key concepts: language, curriculum, language learning approaches, competences, assessment and evaluation, materials, Common European Framework of Reference, national standardized tests, saber pro test, washback effect.

Chapter 1 Introduction

In these times of competitiveness and globalization, employers look for special skills to hire new professionals. One of these skills is the knowledge and command of a foreign language. Since English is the international language for negotiation, universities in Colombia have started to implement special programs to help students develop such skill. The Ministry of Education in its magazine *Al Tablero* (2005) states:

“Being bilingual in this global world is essential. Knowing a second language means that you can communicate better, open frontiers, get new knowledge and share it, understand and be understood, help to the development of the country, being bilingual means having more opportunities to compete and be competitive”

Ministerio de Educación Nacional (2005)

However, after several years of trying to improve learners' communicative skills in English, the issue is that at the moment the university students face the national standardized tests designed by Instituto de Colombiano para el Fomento de la Educación Superior (ICFES), called *Saber Pro*, the results evidence that they show very little competence in the English area. In fact, the majority of the students classify below B1 level according to the Common European Framework (CEFR), and below the expected level proposed by the Ministry of Education in Colombia.

Two studies developed, one in Medellín (2011) and another in Cali (2012), show a comparison among *Saber Pro* results from four important cities in Colombia. Using the Common European Framework as a reference, the first study shows that 80% students reached the A1 or A- level, while only 20% got the B1 or B2. And the second study presents a historical analysis from 2009 to 2012. It reveals that the levels B1 and B2 were

reached in low percentages: in Cali 24.1%, Medellín 31.1 %, Bogotá 35% and Barranquilla 27 % . Through this analysis, it can be seen that a high percentage of students places in the levels A1 and A- after having completed their undergraduate studies.

The university where this research project took place is not far from the results presented in the studies previously mentioned. However, we consider relevant to analyze the reasons why students, after completing an English program during their university studies, don't reach the expected level. Understanding why this situation happens will generate a better comprehension of the impact of the program in students, their language skills and the teachers' and students' awareness of their role in the process. It is important to mention here that from 2015, students' results in the English component of the SABER PRO test will have a percentage in the evaluation the Colombian Ministry of Education makes in order to rank universities in the country. Hence, the general question of this research paper is:

- What is the relationship between the English program and the industrial engineering students' performance in the national standardized test?

In that sense the aim proposed is:

- To establish the relationship between the English program and the industrial engineering students' performance in the national standardized test (Saber Pro).

In order to respond this question, it is important to reflect about the following sub-questions :

- a) How is the English program structured?

- b) What are the teachers' perceptions regarding the program?
- c) What are the industrial engineering students' results in the English component in the national standardized test?
- d) What are the students' perceptions related to the program and the previous preparation to present the national standardized test during the English course?

In that sense, these sub-questions turn into the following specific objectives such as:

- a) Describe the English program,
- b) Describe the English component of the Saber Pro test in relation to English program and the CEFR,
- c) Describe the results obtained by the industrial engineering students in the English components of the Saber Pro test and
- d) Describe the students' perceptions related to the program and the previous preparation to present the national standardized test during the English course.

In order to have a clear idea of this relationship, some theories and data must be studied. In that sense, the second chapter of this paper attempts to clarify some key concepts related to language teaching and learning, the language skills, curriculum, approaches, assessment and evaluation, material, the Common European Framework (CEFR), standardized test and the Saber Pro test. We also find there a description of the setting where this research is taking place including the philosophical basis of the foundations of the university, the creation of the language institute and a picture of how the course is structured.

Then, the third chapter offers a description about the research methodology, paradigms and approaches as well as the instruments used in order to carry out the project.

Then, the findings would reveal to what extent the program is structured in order to help the students improve their language skills and perform well in the Saber Pro Test.

It is followed by the discussion where the contributions of this study will be presented as well as an explanation of how this study contributes to other studies.

Finally the conclusions in which a review of the questions and the responses found once the instruments were applied will be displayed

Chapter 2 Theoretical Framework

Stern(1991) states that

Theory is implicit in the practice of language teaching. It reveals itself in the assumptions underlying practice, in the planning of a course of study, in the routines of the classroom, in value judgement about language teaching, and in the decisions that the language teacher has to make day by day.” (p. 23)

Hence, it is relevant to have a comprehensive view about some specific concepts related to language and language teaching. Such concepts are the basis of this research paper and would help to tackle the research questions. Among the principal aspects to be described, we find the definition of language, curriculum as the blueprint that directs any language course, and its components, the language learning approaches or the set of beliefs and principles that can be used as support for teaching a language, the competences that must be developed, the evaluation and the assessment as integral processes that help understand how students’ progress is and the course itself, the material used for language teaching which is one of the most important tools of any learning process, and the use of the standardized tests framed in the CEFR.

2.1. Language

The first concept to be defined is language. According to Halliday (1995), “language is a complex semiotic system that can be used for meaningful communication” (p. 15). At the same time Cunningsworth cited by Tudor, I (2001) points out that “language is a complex

phenomenon which operates at several levels simultaneously” (p. 50). Its complexity merges from the different components that need to be covered such as grammar, vocabulary, phonology and functions as well as the skills to be developed in order to communicate effectively for the purpose of conveying a message. Actually, effective communication takes place when people are able to share ideas using the basic skills. Thornbury (2006) explains that a language skill is a way in which language is used. It must contrast with the language system or components (grammar, vocabulary and phonology).

There are two productive skills: speaking and writing and two receptive skills listening and reading. Luoma, (2004) says that “the ability to speak in a foreign language is at the very heart of what it means to be able to use a foreign language” (p ix). Language is used to express feelings and thoughts giving clear messages to the listener. At the same time, Thornbury (2006) points out “writing ranges from the most mechanical (handwriting) to the ability to organize the written text and lay it out according to the conventions” (p.248). That is not only being able to have a very good handwriting and spelling of words, but also being able to combine those words in order to transmit a clear message in harmony with the genre. Likewise, Thornbury (2006) states “ listening is the skill of understanding the spoken language... It is a receptive skill involving not only processing of the coming skill signals but also the use of prior knowledge to create meaning” (p.123) Listening is essential because it enables students to pay attention to others in order to understand what they mean. Finally, Urquhart and Weir (1998) cited by Grabe, (2009) explain that “reading is the process of receiving and interpreting information from the text and combines it with what is already known” (p13).” It is a negotiation between the reader and the text.

Those four basic skills build the process of communication. They are not isolated and rely on each other because an input is needed in order to produce an output. Most of the time

students need to listen in order to speak and at the same time reading is necessary in order to have a reference to write or speak.

According to Tudor (2001), the above mentioned aspects turn language teaching and learning process in a complex issue. Therefore, teachers, as well as language educators, must think of where to start and what aspects to cover during their classes. As a result, some theories have been set throughout the years in order to better understand the teaching and learning process of a foreign language. Many theorists have made important contributions to this matter.

Thus, considering that curriculum is concerned with what topics can and should be taught to the students according to their level, in what moment and under the light of some specific procedures, the second concept to be presented in this chapter is curriculum because it is the ground plan of any language program.

2.2. Curriculum

Traditionally curriculum is taken to refer to a statement or statements of intent the what should be of a course study. The curriculum is seen in terms of what teachers actually do; that is, in terms of what is rather than what should be. (Nunan, 1996, p.1). In a nutshell, the curriculum is a guide of the teaching-learning process in the classroom. It gathers all the main features that any language program must cover such as the philosophy, the approaches, materials and evaluation. It is directed to help students to enhance their knowledge.

Richards (2001) defines it:

Curriculum development is a more comprehensive process than syllabus design, it includes the processes that are used to determine the needs of a group of learners, to develop aims or objectives for a program to address those needs, to determine an appropriate syllabus, course

structure, teaching methods, and materials and to carry out an evaluation of the language program that results from these processes (p.2).

There are some specific aspects all teachers need to bear in mind before starting the design of a curriculum such as the aims, goals, objectives and the contents. Nunan (1986) points out some of them:

The first question forces the curriculum developer to contemplate and clarify the nature of the educational enterprise in which he or she is involved. In other words, it requires the specification of aims, goals and objectives. The second question relates to the content of instruction and requires the curriculum designer to articulate the subject matter which will be used as a vehicle for attaining the pre-specified aims, goals and objectives. The third question, relating to the organization of the educational experiences, requires the curriculum designer to articulate the principles for staging and sequencing input for the curriculum. The final question, on attainment of pre-specified purposes or objectives, relates to the area of evaluation. (p. 11)

For that reason, a curriculum needs comprehensive and clear outcomes according to the needs, lacks, and strengths of the students. Including at the same time, social, economic, cultural facts that can contribute achieve the aim of the curriculum.

An aim refers to a statement of a general change that a program seeks to bring about in learners. Richards (2001) exposes that the purposes of aim statements are:

“To provide a clear definition of the purpose of a program, to provide guidelines for teachers, learners, and materials writers, to help provide a focus for instruction and to describe important and realizable changes in learning. Aim statements reflect the ideology of the curriculum and show how the curriculum will seek to realize it (p.120).”

In the same way, the aims of a curriculum have to be presented as the route of learning in the school, university or institution where the students can be able to understand and apply the new knowledge using certain strategies created by the teachers. Furthermore, the curriculum in any language institution must provide the objectives that help to describe in detail different aspects that must be the model followed by the teachers. Richards (2001) says:

An objective refers to a statement of specific changes a program seeks to bring about and results from an analysis of the aim into its different components. Objectives generally have the following characteristics: describe what the aim seeks to achieve in terms of smaller units of learning, provide a basis for the organization of teaching activities and describe learning in terms of observable behavior or performance (p.122-123)

As a result, the teacher could see the goals to be achieved during the teaching and learning process. That is to say, the objectives help the curriculum to build the scheme that gives clear ideas to the teachers towards what to do during their performance.

Yalden (cited by Richards & Rodgers, 2001) defines the major current communicative syllabus types presented in table 1:

Communicative syllabus types	
Type	Reference
Structures plus functions	Wilkins (1976)
Functional spiral around a structural core	Brumfit (1980)
Structural, functional, instrumental	Allen (1980)
Functional	Jupp and Hodlin (1975)
Notional	Wilkins (1976)
Interactional	Widdowson (1979)
Task-based	Prabhu (1983)
Learner generated	Candlin (1976), Henner- Stanchina and Riley (1978)

Table 1

There is extensive documentation of attempts to create syllabus and proto-syllabus designs of types 1-5. A current interest is in syllabus designs of types 6-8, although specifications of organizing principles for interactional, task- based, and learned- generated syllabuses have been only partially accomplished.

Therefore, it is relevant to mention that the curriculum is the most important contrivance that assembles the philosophical foundations of a language program. Besides, it reveals the most important features for the program such as the approach, the design, the procedure, the materials and the way in which the students are going to be evaluated as well as the common reference points under which the program must be developed. As a result, the definition of what language teaching approaches are going to be explained

2.2.1. Language Learning Approaches

One of the major elements of any curriculum is the approach in which it is based. Among the authors who attempts to define those terms was Edward Anthony Cited by B.

Kumaravadivelu (2008). He proposed the following definition:

“a set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning. It describes the nature of the subject matter to be taught. It states a point of view, a philosophy, an article of faith . . . A method, however, is “an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. A technique is defined as “a particular trick, stratagem, or contrivance used to accomplish an immediate objective” (p. 85).

However, that framework presented some lacks and Richards and Rodgers (1982), tried

to redefine it. They also exposed three components: approach, design and procedures.

The first level, *approach*, defines those assumptions, beliefs, and theories about the nature of language and the nature of language learning which operate as axiomatic constructs or reference points and provide a theoretical foundation for what language teachers ultimately do with learners in classrooms. The second level in the system, *design*, specifies the relationship of theories of language and learning to both the form and function of instructional materials and activities in instructional settings. The third level, *procedure*, comprises the classroom techniques and practices which are consequences of particular approaches and designs (p. 154).

According to this, it is clearly seen that approaches are followed by some specific techniques and at the same time they implement a special design. Through history, there have been many different approaches outlined by Stern (1991) such as the Grammar-translation traditional method, which “lays no emphasis on the speaking or listening of the second language; it is a mainly book- oriented method of learning the grammatical system of the language” (p.454).

The direct method that “lays little or no emphasis on the speaking of the second language or listening to second language speech; it is a mainly book- oriented method of working out and learning the grammatical system of the language” (p. 456). The reading method that “deliberately restricts the goal of language teaching to training in reading comprehension” (p. 460). The audio-lingual method in which “the dominant emphasis is placed on the fundamental skills, listening and speaking” (p. 464). The audiovisual method a visually presented scenario provides the chief means of involving the learner in meaningful utterances and contexts. Cognitive theory, which “emphasizes on the conscious acquisition of language as a meaningful system and it seeks a basis in cognitive psychology and in transformational grammar” (p. 469). And communicative language, which in the case of the

target institute in which this research took place, is the one being used. Therefore a more detailed explanation of it is going to be given.

The communicative teaching approach (CLT), presents a different vision from the previously approaches mentioned because of its comprehensiveness. Richards and Rodgers (1986) state that:

The scope of Communicative Language Teaching has expanded. Both American and British proponents now see it as an approach (and not a method) that aims to (a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication. (p. 66)

One of the most relevant characteristics of the CLT is that both, the functional and the structural aspects of language must be studied. According to Richards and Rodgers, that implies bearing in mind a theory of language as communication (p. 66). Furthermore, Larsen - Freeman (2000) exposed that CLT gives more importance to language use than to grammar. This means that language usage is not the center of the process but rather language has to be seen as a way to express real communicative needs.

Hymes (1972) (cited by Richards and Rodgers 1986) explains what a speaker needs to know in order to be communicatively competent in a speech community. According to him, a person who acquires communicative competence develops both knowledge and ability for language use with respect to “whether (and to what degree) something is formally possible; whether (and to what degree) something is feasible in virtue of the means of implementation available; whether (and to what degree) something is appropriate, adequate, happy, successful in relation to a context in which it is used and evaluated;

whether (and to what degree) something is in fact done, actually performed, and what its doing entails” (p. 70).

Consequently, it is possible to think that when a student is learning a foreign language throughout the implementation of the CLT approach, he or she must start developing a communicative competence as a skill. Besides, under the light of this approach, according to Richards and Rodgers (1986) “language teaching will reflect the particular needs of the target learners. These needs may be in the domains of reading, writing, listening, or speaking, each of which can be approached from a communicative perspective. Curriculum or instructional objectives for a particular course would reflect specific aspects of communicative competence according to the learner's proficiency level and communicative needs” (p. 73).

Other important aspect of the CLT approach is the design. At this point, the roles of the learner, the role of the teacher as well as the role of the material become relevant. According to Breen and Candlin (1980) cited by Richards and Rodgers (1986) within communicative language teaching, the learner is seen:

...as negotiator between the self, the learning process, and the object of learning emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he/she should contribute as much as he/she gains, and thereby learn in an interdependent way. (p. 77).

Therefore, it is clearly stated that in a CLT class the students are responsible of the process. In the meanwhile, the teacher becomes more a guide and an organizer of the process. In fact, Breen and Candlin (1980) cited by Richards and Rodgers (1986) point out that

The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as an organizer of resources and as a resource himself, second as a guide within the classroom procedures and activities.... A third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities. (p. 77)

Besides, the teacher needs to be aware of what the needs, lacks and wants of the students are, he or she must be a very good example of an effective communicator as well as the designer of the materials.

Another feature of the CLT is the procedure or the way each teacher directs the different activities to be developed in the classroom. Richards and Rodgers (1986) discuss that “techniques and classroom management procedures associated with a number of CLT classroom procedures (e.g., group activities, language games, role plays) are used, but neither these activities nor the ways in which they are used are exclusive to CLT classrooms” (p. 81).

In fact, this approach is a set of beliefs that can be used as basis for teaching a foreign language that fits in the learner centered method due to the possibility of giving the students the space to create their own learning procedures and to actively participate in the classroom as well as promotes the use of previous knowledge in order to build new one. Besides, when teachers work using the CLT, learners’ performance using the target language is relevant. Therefore, a competence is another important concept to be described.

2.2.2. Competence

There have been many definitions about competence since the term was first used in the 1970s. Chomsky introduced the terms competence and performance for the first time in 1965. In his terms, competence is “the speaker-hearer's knowledge of his language” and performance is “the actual use of language in concrete situations”. (Chomsky 1965 p. 4). In that sense, competence is limited only to the knowledge of rules and grammar. However Hymes 1972 introduced the term of communicative competence. He explains that when a person has knowledge of sentences, in both senses: as grammatical and as appropriate, that individual also gains competence as to what is time to speak or to be silent, what to say and to whom, the manner. “ In short, a child becomes able to accomplish a repertoire of speech acts, to take part in a speech event, and to evaluate their accomplishment by others. This competence is integral with attitudes, values and motivation concerning language” (Hymes 1972, p. 277-278)

Canale and Swain (1980) point out that “competence minimally includes both grammatical competence and sociolinguistic competence” (p. 7) However, they also explain that the main purpose of language is communication. Therefore, communicative competence becomes important in any language classroom. In fact, Savignon, S (1971) uses the term Competence as “the ability of classroom language learners to interact with other speakers, to make meaning, as distinct from their ability to recite dialogues or perform on discrete point tests of grammatical knowledge” (p 3). In that sense, interaction, negotiation of meaning and interpretations are essential.

Actually, Canale and Swain (1980- 1983), explain a comprehensive model of communicative competence in which they propose four components:

“1. Grammatical competence: understood to include knowledge of lexical items and of rules of morphology, syntax, sentence grammar semantics and phonology.

3. *Discourse* competence-the ability to combine language structures into different types of cohesive texts (e.g., political speech, poetry).

2. Sociolinguistic competence: made up of socio-cultural rules and rules of discourse, crucial in interpreting utterances for social meaning.

4. Strategic competence: made up of verbal and non verbal communication strategies called into action to compensate breakdowns in communication.” (p. 20-30)

The CEFR clearly states that to recognize the communicative intentions, the users or learners must use their general abilities such as the linguistic competence, the sociolinguistic competence and their pragmatic competence, which are the components of the communicative competence.

In that sense, the knowledge of language must have both an organizational and a pragmatic knowledge that lead interlocutors to have sense in different acts of communication. That implies that the participants of a conversation must be aware of all the grammar rules, the different combinations that are possible, the words needed to have coherence and cohesion in order to understand and produce meaningful text in a spoken or written form.

Although communicative events are really important when trying to help students achieve certain level of communicative competence, grammar also has an important place in this process because communication has no place if there is no structure, a guideline of how language works or negotiation of meaning. Actually, Savignon, S.(1971) explains :
“Grammar is important; and learners seem to focus best on grammar when it relates to their communicative needs and experiences” (p.7) As a consequence, the classroom activities

must integrate the four components of the communicative competence exposed by Canale and Swain (1980- 1983).

In fact, language teaching focused in communicative competence must be meaningful and integrate activities that encourage students to use the language. Berns (1990) provides a useful summary of eight principles that any communicative language classroom must have:

- “1. Language teaching is based on a view of language as communication. That is, language is seen as a social tool that speakers use to make meaning; speakers communicate about something to someone for some purpose, either orally or in writing.
2. Diversity is recognized and accepted as part of language development and use in second language learners and users, as it is with first language users.
3. A learner’s competence is considered in relative, not in absolute, terms.
4. More than one variety of a language is recognized as a viable model for learning and teaching.
5. Culture is recognized as instrumental in shaping speakers’ communicative competence, in both their first and subsequent languages.
6. No single methodology or fixed set of techniques is prescribed.
7. Language use is recognized as serving ideational, interpersonal, and textual functions and is related to the development of learners’ competence in each.
8. It is essential that learners be engaged in doing things with language—that is, that they use language for a variety of purposes in all phases of learning. (p. 104)

Based on those principles, the sequence of the topics as well as the use of specific materials must be carefully done taking into account the learner’s needs toward communication. In fact, both the topics and the material must be focused on language use, meaning and form. “Every program with a goal of communicative competence should pay heed to opportunities for meaningful language use, opportunities to focus on meaning as well as form” (Savignon, 1971 p.12).

Besides, it is relevant to give clear paths to the teachers related to the strategies to be taught during the development of the teaching and learning processes in order to achieve the goals proposed.

2. 2.3. Strategies for Language Teaching

First, it is relevant to know what a strategy is in teaching and learning practice. According to Scarcella & Oxford (1992) cited by Oxford (2003) learning strategies are defined as “specific actions, behaviors, steps, or techniques -- such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task -- used by students to enhance their own learning”. (p. 2)

There are different types of strategies such as Instructional scaffolding, strategy use often relates to style preferences, conscious movement toward goals, positive outcomes from strategy use, strategy instruction research, cognitive strategies, metacognitive strategies, memory-related strategies, compensatory strategies, affective strategies and a teacher strategy called specially designed academic instruction in English. (SDAIE) According to, the California Department of Education (1993, 2009) cited by Genzuk (2011) says:

SDAIE is defined as the teaching of grade-level subject matter in English specifically designed for speakers of other languages. This approach applies to all aspects of instruction, including planning, classroom management, lesson delivery, and assessment. It is most appropriate for students who have reached an appropriate level of proficiency in English (speaking, comprehension, reading and writing) and who possess basic literacy skills in their own language. (p. 8)

This particular (SDAIE) strategy guides the student to interpret the language, but no how is declared. For that reason, to develop in the classroom styles and strategies help the student and the teacher to discover what is his/her ability in order to achieve the learning of a foreign language. In that sense, a good language teaching are activities where the students can do interesting dialogues, discuss about their experiences which can engage new information through it. On the other hand, in the University of Salisbury (2009), shows several reading strategies LIKE: a) previewing: Learning about a text before really reading it. b) Contextualizing: Placing a text in its historical, biographical, and cultural contexts. c) Questioning to understand and remember: Asking questions about the content. d) Reflecting on challenges to your beliefs and values: Examining your personal responses. e) Outlining and summarizing: Identifying the main ideas and restating them in your own words. f) Evaluating an argument: Testing the logic of a text as well as its credibility and emotional impact. g) Comparing and contrasting related readings: Exploring likenesses and differences between texts to understand them better.

These strategies help the students to understand and have a reflective position face on the reading. In spite of, grammar and vocabulary are well connected with reading, they are not necessary relevant when the students gain new knowledge as Krashen & Terrell (1983) cited by Genzuk (2011) expose:

We acquire language not when we memorize vocabulary lists or do grammar exercises, but when we understand what people say to us or what we read. Moreover, an emphasis on grammar, spelling, and accurate pronunciation is secondary to the primary purpose of language instruction, to teach students to understand, communicate and to function successfully in society. (p. 7)

In that sense, teachers cannot focus in one particular technique, because each one has an important purpose in the acquisition of a foreign language. In spite of, grammar and vocabulary in some English classes are showed separately they are strongly connected each other. For instance, teachers present vocabulary then grammar to construct new ideas with their background knowledge. As Richards & Reppen (2014) state:

A pedagogy for the teaching of grammar seeks to develop learners' awareness of the nature of texts and the functions of grammar within them, and to expand the grammatical resources learners make use of when they engage in the production of spoken and written texts. (p. 23)

In other words, grammar is not only, a way to form an idea or statement, it also consider a communicative resource, that can assess an use in different types of texts, including standardized tests, where they have to take into account, not only the structure also the context and the vocabulary language used within the reading.

At the same time, it is necessary to find the best way to evaluate the process, the students' productions to make decisions that can help to improve both the students and teachers performance. For that reason, evaluation and assessment become relevant to any learning and teaching context.

2.2.4. Evaluation and assessment

Evaluation entails and integral process that requires the participation of all the members of the learning process, while assessment focuses in some kind of designed task with clear objectives to check specific aspects of the learning process.

Genesee, F and Upshur, J.A. (1996) express a definition of evaluation:

Second language evaluation involves many different kinds of decisions: decisions about the placement of individual students in particular streams, levels or courses of instruction; about ongoing instruction about planning new units of instruction and revising units that have been used before; about textbooks or other materials; about students homework; about instructional objectives and plans; and about many other aspects of teaching and learning. There is more to evaluation than grading students and deciding whether they should pass or fail (p. 3)

Hence, evaluation is much more than simply giving a mark or gathering information on a task because the learning process not only points out to students' achievement of academic goals; but goes deeper and must cover aspects related to different features such as components of the curriculum like materials and objectives as well as personal factors for the students such as the motivation and streams. It is a judgment regarding the quality of the assessment result and the information collected by the teacher. This fact turns evaluation into a summative process.

Therefore, it is possible to infer that evaluation is a very complex process that implies teachers' awareness in order to understand the results gathered and set appropriate criteria in order to make decisions. Genesee and Upshur (1996) explain that Information, interpretation and decision-making are three components of the evaluation process. They work as complement to each other. The information alone is not relevant, but at the moment of interpreting it, it opens lights to make assertive decisions towards the actions that must be done and the changes that need to be implemented in order to improve the learning process (p. 4)

On the other hand, assessment is an ongoing process in which teacher and students interact in order to promote learning. The aims of assessment are collect information to provide a feedback to the students and serve as a diagnostic and monitoring tool. Webb (2002) explains that assessment is “ the knowledge about how to assess what students know and can do, interpret the results of these assessments, and apply these results to improve student learning and program effectiveness” (p 7)

Consequently, educators must be conscious of the basic skills they need in order to start implementing assessment in the classroom. Webb (2002) explains them:

Define clear learning goals, which are the basis of developing or choosing ways to assess student learning; make use of a variety of assessment methods to gather evidence of student learning; analyze achievement data (both quantitative and qualitative) and make good inferences from the data gathered; provide appropriate feedback to students; make appropriate instructional modifications to help students improve; involve students in the assessment process (e.g. self and peer assessment), and effectively communicate results; most importantly, engine an effective classroom assessment environment that boosts student motivation to learn. (p.7)

Those facts grow into assessment in a formative and summative process that offers a diagnostic prior to planning what to do in order to improve the students learning process. Therefore, it must be relevant and challenging according to the students’ needs and interests, focus specific tasks and set clear objectives in order to check specific aspects of the learning process. At the same time, it must give an effective feedback to the students.

Another important component of the curriculum is the material. McDonough (1984) asserts that “Materials include both the glossy publication and the typed printed and often re-

cycled class hand out that so many language teachers are familiar with.” (p.66). Therefore it is relevant to have an understanding of what materials to include as part of the syllabus.

2.2.5. The material

In terms of Tomlinson (2011) “The materials refers to anything that is used by teachers or learners to facilitate the learning of language” (p. 2). That includes the flashcards, videos, worksheets, songs and instructions given by the teacher that are aimed to improve the students’ learning process of the foreign language.

Nevertheless, the term material is often confused with the term coursebook. Woodward, (2001) remarks “the coursebook is not just the basic Student’s and Teacher’s Book designed to be used regularly in class as the basis of the syllabus, but also the accompanying recordings, workbooks, readers, that are offered in the package”. (p. 145) And Richards (2012) explains, “textbooks are key components in most language programs. In some situations they serve as the basis for much of the language input the learners receive and the language practice developed” (p.1) In fact, it is chosen by the institution most of the time, and used by the teachers as the main resource for their classes.

Perhaps it is due to the fact that a good coursebook can release the teacher of thinking about what to teach, how to do it and what materials to use. Woodward, (2001) says:

If you and your students are really lucky, the coursebook you work with will be a perfect fit. By this I mean that the book covers all the things you and the students find important and does so in a way that fits the beginning, middle and end of your sort of lessons. With a perfect fit, the materials mentioned in the book are either provided, are available where you teach or are easily made and reusable by you and other teachers. The method suggested in the perfect coursebook for

you will also be in line with your school, student and teacher ethos. This book will make planning easy and enjoyable. (p.146)

Therefore, it can be seen that a good coursebook must have a sense of clarity, direction and progress to a student. Besides, it must supply a balanced syllabus and ready-made materials that contribute to the teaching and learning process in the classroom. Richards (2012) asserts that textbooks are not only the basis of the lessons but must also have a good balance of the skills to be taught.

Although, there are some disadvantages on limiting the English program only to the implementation of a coursebook as if this was the curriculum. Because as Woodward (2001) explains:

The coursebooks can be filled with cardboard characters and situations that are not relevant or interesting to your learners. They have to suggest a lock-step syllabus rather than one tailored to your students' internal readiness. If the pattern in the units is too samey it can start to get very predictable and boring. (p.146)

For that reason, it is suitable to design materials that can complement the coursebook. McGrath (2002) affirms that materials for learning and teaching languages could include realia and representations. Those tools can be specially selected and used in order to accomplish the teaching purposes for each specific lesson.

Tomlinson (2011) explains that materials rather than rely in controlled practices, must achieve impact, help learners to feel comfortable and allow them to participate, present the content as meaningful and provide activities that expose learners to genuine use of the target language so that they can fulfill the communicative purposes as well as be designed bearing

in mind the different learning styles providing silent periods for each instruction so that facilitate the students' learning potential management.

Thus, selecting pertinent materials is not an easy duty for teachers who want to complement the contents in the coursebook they are working with and achieve the benchmarks established in the CEFR as well as in the Saber Pro Test.

Richards and Rodgers (1986) explain that materials have the primary role of promoting communicative language use. Actually, they consider three kinds of materials currently used in CLT such as text-based, task-based, and realia. All of them must support CLT programs. Text based materials suggest a sequencing that must gradually be enhanced. Task based materials display different kind of games, role-plays, simulations, and communication activities. And realia refers to the fact of bringing authentic or from-life materials to the classroom such as magazines, or graphic and visual sources around which communication can take place

Hence, materials become an important part of the teaching and learning process and have to support the attainment of pre-established national and international standards such as the Council of Europe (2001) states that one of its main objectives is “to promote, encourage and support the efforts of teachers and learners at all levels to apply in their own situation the principles of the construction of language-learning systems by developing appropriate methods and materials” (p.3). Then, an explanation of the Common European Framework will be developed in the following pages.

2.3.The Common European Framework

Schools and institutions around the world make, create and rebuild their curricula periodically. That is why; it was significant to try to establish an international reference for

teachers and learners to compare the different stages learners follow when learning a foreign language. Then as proposed in Guía 22, in order to improve the quality of education in Colombia, it is necessary to standardize the levels of education in a coherent manner. As a result, the National Ministry of Education (MEN) decided to adopt the Common European Framework (CEFR) as the most suitable benchmark that provides some comparable stages of the language learning process and that can guide not only curriculum design, material design but also assessment.

According to the University of Cambridge (2011), the “(CEFR) is a framework, published by the Council of Europe in 2001, which describes language learner’s ability in terms of speaking, reading, listening and writing at six reference levels” (p.4). It is important to understand that, the CEFR is used as a guide to set minimum language requirements for a wide range of purposes.

There are several descriptions about CEFR that show the purpose, the important components that measure equally the competences of each level. For instance, according to the Council of Europe,

The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. (Council of Europe, 2009, p.1)

Furthermore, this framework has meaningful common reference points that permit a clear description of each level of knowledge of a foreign language. In other words, Martyniuk (2010) describes “the CEFR is a concertina-like reference tool that provides categories, levels and descriptors that educational professionals can merge or subdivide, elaborate or

summarize, adopt or adapt according to the needs of their context” (p.3). In addition, Martyniuk (2010) also says that the aim of the CEFR is to provide a mental framework that enables people to say where they are, not a specification telling them where they ought to be. And also, the aim of the CEFR is to facilitate reflection, communication and networking (p.3).

Furthermore, Martyniuk (2010) describes the classification of the CERF in English levels that must be taken by the students according to the number of hours and the objectives reached in terms of what a student must be able to achieve after finishing each level:

Level A1 (Basic User- Breakthrough) is the point at which learners can: a) Interact in a simple way, ask and answer simple questions about themselves, where they live, people they know, and things they have, initiate and respond to simple statements in areas of immediate need or on very familiar topics, rather than relying purely on a rehearsed repertoire of (tourist) phrases.

Level A2 (Basic User): reflects the Waystage specification with: a) The majority of descriptors stating social functions: greet people, ask how they are and react to news; handle very short social exchanges; ask and answer questions about what they do at work and in free time make and respond to invitations; discuss what to do, where to go and make arrangements to meet; make and accept offers. b) Plus descriptors on getting out and about: make simple transactions in shops, post offices or banks; get simple information about travel; ask for and provide everyday goods and services.

Level B1 (Independent User): reflects the Threshold Level, with two particular features: a) Maintaining interaction and getting across what you want to communicate: give or seek

personal views and opinions in an informal discussion with friends; express the main point he/she wants to make comprehensibly; keep going comprehensibly, even though pausing for grammatical and lexical planning and repair are very evident, especially in longer stretches of free production. b) Plus coping flexibly with problems in everyday life: deal with most situations likely to arise when making travel arrangements through an agent or when actually traveling; enter unprepared into conversations on familiar topics; make a complaint.

Level B2 (Independent User- Vantage) reflects three new emphases: a) Effective argument: account for and sustain opinions in discussion by providing relevant explanations, arguments and comments; explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. b) Holding your own in social discourse: interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party; adjust to the changes of direction, style and emphasis normally found in conversation. c) Plus a new degree of language awareness: correct mistakes if they have led to misunderstandings; make a note of “favourite mistakes” and consciously monitor speech for them.

Level C1 (Proficient User- Effective Operational Proficiency): Is characterized by access to a broad range of language that results in fluent, spontaneous communication: a) Express him/herself fluently and spontaneously, almost effortlessly; has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; there is little obvious searching for expressions or avoidance strategies – only a conceptually difficult subject can hinder a natural, smooth flow of language. b) Produce clear, smoothly flowing, well-structured speech, showing controlled use of organizational patterns, connectors and cohesive devices.

Level C2 (Proficient User- Mastery): represents the degree of precision and naturalness typical of highly successful learners: a) Convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. b) And a good command of idiomatic expressions and colloquialisms with awareness of connotative level of meaning. (p. 4-6)

Since, the CEFR, is therefore a suitable benchmark adopted as it serves as a central point and common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks and material. But in order to confirm that Colombians are achieving the goals established, the government created the Instituto Colombiano para el Fomento de la Educación Superior (ICFES) in charge of measuring what Colombians achieve through their educational process. This institution designs and applies specific standardized tests to the students in order to evaluate their performance. They also present the results to the community and use these results to show the level of quality of education in the country and rank schools and universities according to the learners' results. In that sense, a general definition of standardized tests and the Saber Pro Test are the next concepts to be exposed.

2.4. Standardized Tests

To reflect about these standardized tests, it is important to understand what their purpose is. A test's specifications provide the official statement about what the test tests and how it tests it. Alderson, Clapham and Wall (2005) explain that "the specifications are the blueprint to be followed by test and item writers, and they are also essential in the establishment of the test's construct validity" (p. 9).

These tests produce different perspectives in our context. In a positive way, they give statistical information to be used for different purposes. In a negative way, this information is not fully studied and do not washback the programs and learning processes. Besides, the objectives and the evaluation criteria of these tests are not clear.

Nevertheless, the necessity to evaluate is a real need in every educational system. Herman & Golan (1991) describe that “standardized testing has assumed a prominent role in recent efforts to improve the quality of education” (p.2). In the same way, they claim that:

Testing advocates' support for testing as such a tool is based on a simple set of arguments. First, testing sets meaningful standards to which school districts, schools, teachers, and students can aspire. Second, test data can be used as feedback to shape classroom instruction. Third, 3 testing makes school systems, schools, and teachers more accountable for student learning. Finally, testing, coupled with incentives and/or sanctions, can be used to promote fast and broad changes within schools and can stimulate major educational reform. (p.2-3).

For that reason, for many people, the term “standardized test” implies a kind of more formal evaluation through an oral or writing instrument in a higher level than an exam or quiz. The Saber Pro test, known in the past as the ECAES test, tries to determine the level students achieve in terms of their educational field. Although, many factors could influence the results. Among them, the learners’ previous knowledge is a very important fact. Abedi (2002) exposes that “the language background of students may add another dimension to the assessment outcome...” (p. 231). That would imply that students entering the program with a determined level, would move to a superior one. This can be used in different ways to search evidences about the learning process of the students, and prove the effectiveness of

the test, and could demonstrate to the evaluators it means “government” that the strategies used for this purpose is achieved successfully. (Benavides, 2011)

A brief description of the English component of the SABER Pro test will be presented next.

2.4.1. Saber Pro Test

In Colombia, this test was previously called Estado de Calidad de la Educación Superior (ECAES). It also established that these tests were official and mandatory and a part of a group of instruments that the National Government uses to evaluate the quality of the Colombian educational service. Through this test, the National Ministry of Education pretends to measure the level of competences achieved by the students that are in the last semester of their university studies.

The government mandated several laws to implement the use of these standardized tests. One of them is Law 1324 on July 13th, 2009. This law describes parameters and criteria to organize the results of the evaluation system established by ICFES. These exams were expected to be used as a source of information to for the government and for universities. It should be noted that this law was transitional and then the Law 3963 on October 14th 2009 was mandated. This law established the objectives, structure, and organization of the standardized test and responsibilities of the National Institutions.

In this way, the Ministry of National Education created PRUEBAS SABER PRO, to measure the competences of university students when they are finishing their careers. That is why, in the official web site of ICFES defined the Saber Pro test translated into English as:

“The Colombian State Examination of the Quality of Higher Education is a standardized instrument of the external evaluation of the Quality of Higher Education. It is part of, others

processes and actions, of a group of instruments to evaluate the quality public service and exercise its inspection and supervision”.

Ministerio de Educación Nacional (September,2015)

In addition, the web site describes the design of the new test applied since 2010, which includes the evaluation of generic competences. It defines that all the students have to develop independently formation emphasis, and the evaluation competences to groups with similar characteristics. Moreover, it evaluates all students in generic competences such as: critical reading, quantitative reasoning, written communication, civic competences and English. Additionally it built around 42 different tests that evaluate specific competences for different groups of reference.

In the English module of the Saber Pro test, there are 35 questions to be answered in one hour, and they are organized in 5 sections. Section 1: the student has a list of eight words classified from A to H. Each one describes one of eight words and the student has to look for the relation between both of them and check the correct one (A to H), in their answer sheet, there are extra words in each question.

In section 2 the student finds five short conversations. And the student selects the correct answer. There are three options in each question. In section 3, the student finds a text with eight spaces to be filled in with the correct answer. For each space, there are three options, A, B, or C in their answer sheet. In section 4, the student finds a text with seven questions, which he/she has to select the correct answer. In section 5, the student finds another text with ten spaces and selects the correct answer. There are four options in his/her answer sheet.

2.4.1. The washback effect

In language teaching, it is relevant to study the washback effect resulting from the application standardized tests. In this research paper, a reflection about the washback effect can be found.

Buck (1998) describes the washback effect as:

... there is a natural tendency for both teachers and students to tailor their classroom activities to the demands of the test, especially when the test is very important to the future of the students, and pass rates are used as a measure of teacher success. This influence of the test on the classroom (referred to as washback by language testers) is, of course, very important; this Washback effect can be either beneficial or harmful” (p. 17).

In this case, for the university is it relevant to show how the students’ performance is in standardized tests because in Colombia as the rest of the countries, the institutions are rank by these type of tests. For instance, in our country, there are the Saber Pro test, PISA test among others, where the academic performance of the students is evaluated through these tests. At the same time, the MEN established a maximum level of B2 according the CEFR in the universities in the Saber Pro test. That is why, the issue of these universities face is that they are training to pass a test leaving behind the real purpose, which is to develop the skills the students need to perform a good communicative competences in the classroom, due the importance of these test for the MEN.

According to Shohamy (1993) (cited by Green, 2007) “washback is an intentional exercise of power over educational institutions with the objective of controlling the behavior of teachers and students” (p.2). Nevertheless, there are some constraints the washback effect has. For instance, multiple choice tests are considered only as a very low form to show

analytical skills. In other words, That is, the students decline the incorrect answer and just follow what is familiar for them without a deep critical analysis that brings them to the right answer.

Other positive results include the development of other competences resulting from preparing for the exam, for instance, learning how to handle long and complex written texts when evaluating the reading competence. In addition, students are usually under pressure to get high scores and fail not because their lack of knowledge but because they do not develop strategies and skills for test taking.

2.5. The Setting

This research paper, took place at a private university in the Colombian Caribbean region. The study was developed with a group of 440 Industrial Engineering students who took their English course at the language institute, in the university. The group included 239 women and 201 men.

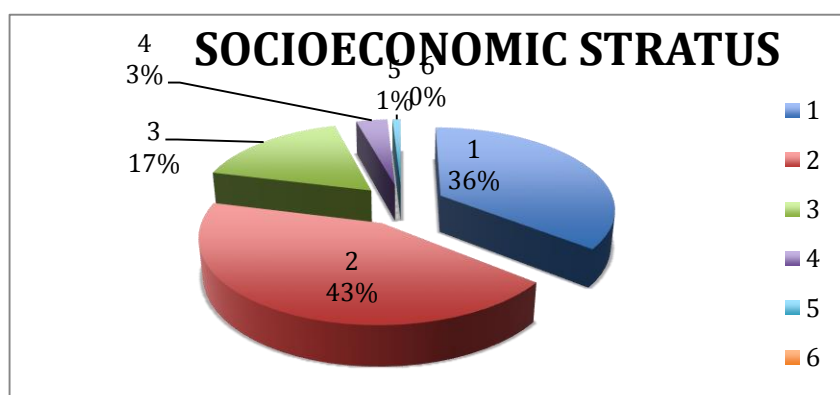


Figure 1 (See appendix 1)

Based on the figure 1, we can say that the 96% of the students belong to the strata one, two and three. Only the 4% is classified in the higher strata (four and five) and no one (0%) belonged to the highest (6).

It is relevant to explain that the university is based on the ideologies of Simon Bolivar, who believed that education was the most important right for all people. Following this idea, the institution took this philosophy to create a place where students whose families had very low incomes could become successful professionals and citizens. That is why, the institution was created through the Act of Law Number 1318 November 15 1972 by the Atlántico government, named “Corporación Educativa Mayor Del Desarrollo Simón Bolivar”. Later, in another Act of Law Number 5424 November 23 2005, the National Ministry of Education (MEN) recognizes it as an Academic University named Universidad Simón Bolivar, through the Act of Law Number 0100 year 2006 by the Atlántico governor.

This university is a non- profit institution mainly governed by the Normative University studies Framework, and supervised by the National Ministry of Education (MEN). In addition, the institution follows a pedagogical paradigm named Socio – Critical Pedagogical Horizon.

This institution is aimed to develop the scientific research, promote the internationalization of education and of cultural, and ideological human development, based on the ideas of Simón Bolivar. Besides it is focused on the contribution to ethic, autonomous, leading citizens that are capable of building a fair, collaborative, sustainable and democratic society. Also, the vision of the university claims that in the year 2017, it will be recognized by its quality assurance processes, the institutional accreditation and for contributing to creation of new knowledge and the development of an integral society.

In addition, the University founded an English Language Center with the Act of Law Number 009, September 22 year 2006. This center was created with the purpose of teaching languages inside the university, and help the community to communicate through other languages. However, there were some modifications in the article number 6 related to the divisions of the levels. The levels were: Basic 1, Basic 2, Intermediate 1, Intermediate 2, Intermediate 3, Intermediate 4, Advanced 1, Advanced 2, 3, 4, 5, and 6.

Since the beginning, the course faced several constraints because of the quantity of levels and the costs that it implied for the students, there was a modification in the number of levels as indicated in the Act of Law 015 June 26th 2007. The language Institute defined the following levels of English: 6 levels of English divided in: Basic, Intermediate 1, Intermediate 2, Advanced 1, Advanced 2 and Advanced 3”.

Taking into account the number of levels, the English course has six syllabi (Programas Analíticos) one for each level based on the text New Total English by Pearson. These documents expose that the main goal of the program is focused on helping the learners develop the communicative skills needed to interact in a B1 level efficiently in the foreign language according to the CEFR. Besides, it explains that each level count on 64 hours to develop the contents. Additionally, the documents clearly state that the English program is focused on a communicative methodology to develop language competences according to the activities described by the book.

In order to achieve the goal, the teachers who work by the institute, must be language teachers, they must hold B2 or C1 in any of the recognized international standardized test.

Chapter 3 Methodology

Research is a process developed in order to understand phenomena. Kerlinger (1970) (cited by Cohen, Manion and Morrison, 2007) states that: “a further means by which we set out to discover of truth is research” (p.6). In fact it is a helpful tool used to find new data on specific topics. Kothari (2004) points out that research is, an original contribution to the existing stock of knowledge making for its advancement. It is the pursuit of truth with the help of study, observation, comparison and experiment.

Likewise, Kothari (2004) emphasizes that; it is the art of scientific investigation. Therefore, it must be systematic, organized and combines both experience and reasoning. According to Cresswell (2012), at a general level, research consists of three steps: pose a question, collect data to answer the question and present an answer to the question. All those steps turn the research process in a cycle, as Wallace (1998) describes: “... this is a loop process, in the sense that the process can be repeated (reframing the problem, collecting fresh data, rethinking our analysis, etc.)” (p.17) until we have found a solution that satisfies us. Moreover, this process involves the selection of a specific paradigm, the use of one of the main approaches, as well as the most convenient method that must fit the research question posed.

3.1. Research in Education

Most teachers attempt for continual improvement and new knowledge that can help to address the different issues found in the classroom. Shavelson and Towne (2002) say that: “scientific research in education can shed light on the increasingly complex and

performance-driven education system”. (p.17) At the same time, a research process in education can improve knowledge construction. According to Cresswell (2012) “educators undertake research to contribute to existing information about issues” (p.4).

In that sense, research becomes a great tool to guide the teaching- learning process. Cresswell (2012) clarifies that research specifically, adds to the knowledge base and existing literature because it provides a study that has not been conducted and thereby fills a void in existing knowledge. It can also provide additional results to confirm or disconfirm results of prior studies. It can help add to the literature about practices that work or advance better practices that educators might try in their educational setting. It can provide information about people and places that have not been previously studied.

At the same time, research in education benefits the teaching and learning processes because the teacher improves his/her performance in class and students can have a better experience while learning. Cresswell (2012) explains that armed with research results, teachers and other educators become more effective professionals. And this effectiveness translates into better learning for kids. “... Teaching is a complex, interactive exchange as the teachers seek to engage students in learning new material; to relate it to their prior knowledge; to respond to the heterogeneous needs of children with varied backgrounds, interests, and ideas; and to assess the depth and endurance of student learning”. (Shavelson and Towne, 2002, p. 84) Such awareness can only be gained by a teacher while doing research in the classroom.

In addition to that, research contributes to the generation of new ideas at every stage of their jobs. Creswell (2012) asseverates that from reading research studies, educators can learn about new practices that have been tried in other settings or situations. Besides, Shavelton and Towne (2002) point out that “...Education research will inevitably reflect and

have to face many different values in different sectors of society, and it will as a consequence produce complex findings” (p. 17). Those findings will help to formulate specific policies and practices according to the context.

Since research in education is also aimed to obtain information in order to increase the understanding towards specific issues, it must be systematic, organized and conducted using the scientific method; Cresswell (2012) defines a set of steps used in research such as identifying a problem that defines the goal of research, making a prediction that, if confirmed, resolves the problem, gathering data that could be relevant to this prediction and analyzing and interpreting the data to see if it supports the prediction and resolves the question that initiated the research.

Therefore, as Cohen et al. (2007) explain, the scientific method needs the use of some specific standards and procedures to demonstrate the empirical warrant of its findings showing the match or fit between its statements and what is happening or has happened in the world. As a matter of fact, deciding which paradigm is going to guide a research study is the first step in order to have a clear idea concerning the methodology, methods and literature or research design.

3.2. Research Paradigms

According to Bhattacharjee, A. (2012) research is shaped by mental models or frames of references that are used in order to organize reasoning and observation. These mental models or frames (belief systems) are called paradigms. The word “paradigm” was popularized by Thomas Kuhn (1962- 1970) and he examines the history of the natural sciences to identify patterns of activities that shape the progress of science.

According to Kuhn (1962-1970), “a paradigm is an accepted judicial decision in the common law; it is an object for further articulation and specification under new or more stringent conditions” (p.23). A paradigm is a kind of philosophical interpretation of phenomena and human behavior. Actually, “paradigms must be used in order to make sense of and reconciling differences in people’ perceptions of the same issue” (Bhattacharjee , A 2012). In education, questions rise from the understanding each teacher has about social reality. Khun (1962- 1970) comes to the point that: “paradigms rise from the need of the scientific community to have standardized rules to disclose conceptual, observational and instrumental applications” (p. 47). And by learning them, the members of a correspondent community learn their trade. It is necessary to clarify that according to Khun, a community is a group of scientists that share a set of believes and theories (p. 18). Such theories influence the way knowledge is studied and interpreted.

Hence, it is important to have a clear idea of the different kinds of paradigms existing in order to choose the correct one according to the hypothesis of each research process. Cohen et al. (2007), remark that: “people can and do construct theories about themselves and the world; moreover, they act on these theories”. (p.18)

Due to the extraordinary growth in social science research, different paradigms have been born. Cohen et al. (2007) discuss different theoretical paradigms. Among the most common are the positivism, the anti-positivism and the critical theory.

3.2.1 Positivist Paradigm:

As Cohen et al. (2007) described, through history, positivism has been a common topic. It is associated with the nineteenth- century French philosopher, August Comte, who was the

first thinker to use the word for a philosophical position. His positivism turns to observation and reason as means of understanding behaviour; explanation proceeds by way of scientific description. Therefore, in order to build knowledge is important to have a basis on experience and can improve it through observation and experiment.

Duncan (1968) (cited by Cohen, Manion et al., 2007) asserts that philosophers and social scientists use the term positivism, and it derives from an acceptance of natural science as the paradigm of human knowledge. And this involves some suppositions connected with the use of this paradigm. Giddens (1975) (cited by Cohen et al. (2007) identified: First, the methodological procedures of natural science may be directly applied to the social sciences. Positivism implies then a particular position regarding the social scientist as an observer of social reality. Second, the end-product of investigations by social scientists can be formulated matching those of natural science. This means that their analyses must be expressed in laws or law-like generalizations of the same kind that have been established in relation to natural phenomena. Therefore, in agreement with the positivism, the social scientists are seen as analysts or interpreters of their subject matter.

Some of the main features of positivism explained by Cohen et al. (2007) are:

Determinism: Means that events are caused by other circumstances and it is important to understand such causal links for predictions and control. Empiricism: Stands for the collection of evidences that must be verifiable in support of theories or hypotheses.

Parsimony: Is related to the phenomena that should be explained in the most simpler way as possible. Generality: Played an important part in both the deductive and inductive methods of reasoning. It is the process of generalizing the observation.

The aim of the assumptions mentioned above is start integrating and systematizing the findings through a significant pattern of theory. Such theory is not considered as the final

truth, consequently it is material for revision or modification as far as new data is found.

Mouly (1978) (cited by Cohen et al. 2007) explains that one scientific theory is replaced by a superior one, more sophisticated theory, as new knowledge is acquired.

In fact, with that theory, the tools of science emerge. Cohen et al. (2007) define two: concepts and hypothesis. Concepts are used to give sense to the reality, allowing the community of scientist to determine meaning on the world. And, hypothesis has been defined by Kerlinger (cited by Cohen et al. 2007) as a conjectural statement of the relations between two or more variables. There are four reasons for the importance of hypotheses as tools of research: it organizes the effort of researchers, they are the working instruments for theory, they can be tested empirically or experimentally, hypotheses are powerful tool for the advancement of knowledge.

Actually, hypotheses and concepts play a pivotal part in the outcome of some standards and procedures. That is what Kuhn (1970) describes as the scientific method. In agreement with Cohen et al. (2007) the term “cloaks a number of methods that vary in their degree of sophistication depending on their function and the particular stage of development a science has reached”. Kerlinger (1970) (cited by Cohen et al. 2007) also explains that the scientific method is a process that goes from early, rudimentary ideas, to more meticulous hypotheses, to empirical testing of those hypotheses, hence to confirmation or modification of the hypotheses. It is then, when an effective method to measure hypothesis appears under the name of quantitative approach which is the major instrument used within the positivist paradigm to put the hypothesis to test. This approach is going to be described in the coming pages.

However, it is relevant to mention that is such desire of explain life in measurable terms instead of inner experience, and excluding notions of choice, freedom, individuality, and

moral responsibility, regarding the universe as a living organism rather than as a machine the reason for the birth of the second paradigm, the anti- positivist. Cohen et al. (2007)

3.2.2. Anti-Positivist Paradigm

The anti- positivism paradigm is also known as the interpretativist paradigm. Cohen et al. (2007) state that: “the interpretive paradigm, in contrast to its normative counterpart, is characterized by a concern for the individual”. (p. 21) Knowledge, therefore, is personally experienced instead of gathered from outside, which means that in the context of the interpretive paradigm, understanding the subjective world of human experience is relevant.

Likewise, Cohen et al. (2007) point out that: “for an interpretative researcher, the objective of scientific investigation consist on understanding how the reality goes on at one time and in one place comparing it with what goes on in different times and places” (p.22). Hence, The interpretive research paradigm goes in the search trying to have a clear idea if values, beliefs and meanings of social phenomena and develops an interpretative analysis of it.

In that sense, theory becomes a group of definitions that yield insight and understanding of people’s behavior. Glaser and Strauss (1967) (cited by Cohen et al. 2007) argues theory is emergent and must arise from particular situations; it should be ‘grounded’ in data generated by the research act (p.22).

In agreement with Cohen et al. (2007) three important schools of thought mark anti-positivism. Each one makes emphasis in human interaction with phenomena and suggest qualitative rather than quantitative approach to social inquiry. The first school is phenomenology, which is a theoretical viewpoint that explains behavior as determined by

the experience gained by each one during the interaction with phenomena. The second school is ethnography presented as an approach of phenomenological sociology. Its theories are centered towards the process throughout using the common sense; the social reality is built in a daily hand-to-hand interaction. The third school is the symbolic interactionism which main issue is to explain not only the interaction that take place between human being but also how each individual interpret and define each other's actions.

At the same time, Cohen et al. (2007) express that the three schools mentioned above share a common characteristic. This fact makes them particularly attractive to the would-be educational researcher. It is because of the way they fit naturally to the kind of con-centered action found in classrooms and schools.

Besides, another shared characteristic is the way in which they are able to preserve the integrity of the situation where they are employed. Here the influence of the researcher in the structure, analysis and interpretation of the situation is present to a much smaller degree compared with a more traditionally oriented research approach. Parallel of the two major paradigms previously described, a different trend started to grow with Habermas (1988) (cited by Cohen, Manion and Morrison, 2007) who developed an approach to investigation in the social science, named the critical theory paradigm.

3.2.3. Critical Theory Paradigm

Cohen et al. (2007) expose that it is explicitly prescriptive and normative, entailing a view of what behaviour in a social democracy should entail. And Alwan (2007)(cited by Cohen et al. 2007) remarks that: "critical research is aimed to emancipate people by transforming their social, political, and cultural contexts. In a nutshell, researchers in this

paradigm dare the existing social order and cultural practices in favor of the underprivileged, taking an activist stance”. That means that in practice, the researchers’ function must be the one of transformative intellectuals whom release people from their historical, mental, emotional and social conditions.

This paradigm claims that knowledge is derived from social context where values are established and encouraged, and human perception is value-laden and based on prejudice. Therefore, critical researchers assume that our actions are informed by the meanings researchers embrace.

Likewise, another important aspect to bear in mind when doing research is what approach can be implemented to develop the research project. Creswell (2012) explains that educational research needs a wide range of instruments in order to carry out the studies. Such instruments are defined according to the approach selected for each research work. Therefore, it is relevant to have a clear idea of the different approaches that can be applied in a research work because it must be suitable for the method and the design.

3.3. Research Approaches

As researchers, the first step is to find which is or is the right approach (es) according to the needs, lacks, and wants of the context they are (students-teachers). Cohen and Manion (2007) define that: “An approach characterized by procedures and methods designed to discover general laws may be referred to as nomothetic” (p.8). This term is described by Bhattacharjee (2012) as: “Seek to explain a class of situations or events rather than a specific situation or event” (p.26). And Dawson (2002) clearly explains that when starting to think

about research methodology, it is important to consider the differences between qualitative and quantitative research.

These definitions show in general how researchers interpret theories according to the context where teachers and students are exposed. In that way, when the researcher finally decides the methodology that encounter the path of the research, the question or questions previously formulated at the beginning of the research can be answered at the end, or on the contrary, can appear new questions of that phenomena or finding the reasons of that situation in the classroom. Shulman (1986), explains that: “There are diverse communities involved in research on teaching and these communities can be divided into two general categories of study: quantitative research and qualitative research” (p.3). Which are going to be described in the following paragraphs.

3.3.1 Quantitative Research Approach

This approach assumes that the problem must be identified based on the trends or on the need to explain why something is happening. In this approach, the question is narrowed in order to obtain measurable and observable data. Kothari (2004) explains that: “the former involves the generation of data in quantitative form, which can be subjected to rigorous quantitative analysis in a formal and rigid fashion” (p.5).

At the same time, Kothari (2004) specifies that: This approach can be sub-classified into inferential, experimental and simulation approaches to research. The purpose of inferential approach to research is to form a data base from which to infer characteristics or relationships of population. This usually means survey research where a sample of population is studied (questioned or observed) to determine its characteristics, and it is then

inferred that the population has the same characteristics. Experimental approach is characterized by much greater control over the research environment and in this case some variables are manipulated to observe their effect on other variables. Simulation approach involves the construction of an artificial environment within which relevant information and data can be generated. This permits an observation of the dynamic behaviour of a system (or its sub-system) under controlled conditions. Simulation approach can also be useful in building models for understanding future conditions. (p.5)

These characteristics of quantitative research turns to be the guidelines in order to obtain results that can be precise to the researcher and provide conclusions, with no hesitate and be sure at the moment to support the reasons of why his/her is the right one to use for the specific context involved. Dawson (2002) clarifies that: “Quantitative research generates statistics through the use of large-scale survey research, using methods such as questionnaires or structured interviews” (p.99). Burns (2003) states that: “The strength of quantitative approaches to research lies the clarity and rigor of the procedure adopted” (p.22). They offer ways of testing hypotheses that are widely accepted and standardized. However, there is a second approach to be discussed.

3.3.2. Qualitative Research Approach

The second approach is qualitative research turns to be more reflective and must be based on the perspective of the participants and the researcher. O’Leary 2004) says that: “Qualitative research is said to be a subjective, value-laden, biased, and ad hoc process that accepts multiple realities through the study of a small number of cases” (p.99).

Burns (2003) points out that: The aim of qualitative approaches is to offer descriptions, interpretations and clarifications of naturalistic social context. Therefore, in contrast to formulating testing and confirming or disconfirming hypotheses, qualitative research draws on the data collected by the researcher to make sense of the human behaviour within the research context. (p.22) Likewise, Dawson (2002) states that “qualitative research explores attitudes, behaviour and experiences through such methods as interviews or focus groups” (p.14).

Thus, the researcher explores previous studies focused on the subject to be studied. After that the exploration of the problem and the understanding of the phenomena is vital. Then the collection of data in order to learn from the participants in the study is necessary. For doing that opened questions are to be used. The data analysis consists in organize the information into groups called text segments in order to establish the meaning of each group, rather than using statistics, words or pictures are considered to describe the central phenomena on the study. An extensive range of formats is employed to report the study.

In words of Cresswell (2007) the major characteristics of qualitative research are: exploring a problem and developing a detailed understanding of a central phenomenon, having the literature review play a minor role but justify the problem, stating the purpose and research questions in a general and broad way so as to the participants’ experiences, collecting data based on words from a small number of individuals so that the participants’ views are obtained, analyzing the data for description and themes using text analysis and interpreting the larger meaning of the findings, writing the report using flexible, emerging structures and evaluate criteria, and including the researchers’ subjective reflexivity and bias. (p.16).

Both approaches have important values and factors that improve the research, the key here is to select the appropriate one for this study.

In the case of this paper, a qualitative method is going to be adopted because the main issue in the study implies a deep description of the context, and the influence of an English program in the performance of the students in a specific standardized test. However, a small proportion of quantitative data will be used.

In agreement with the selected research approach, it is necessary to make a decision towards the correct design for the paper. For this study, a qualitative research approach could demonstrate in detail the purpose. However, in order to explain the findings is relevant to determine the research design use. Bhattacharjee (2012) clarifies that: “Researchers tend to select those research designs that they are most comfortable with and feel most competent to handle, but ideally, the choice should depend on the nature of the research phenomenon being studied” (p. 41). Although, it is necessary to clarify that there is no ideal design for any research due to the different situations in each context.

For this research paper, case study is the most suitable research strategy that can help to explain in-depth the questions posed. As Rowley (2002) says case study discover insights that perhaps other approaches cannot see it using a variety of facts that going beyond the range of sources that can be found in earlier studies. According to Rowley (2002), “the most challenging aspect of the application of case study research in this context is to lift the investigation from a descriptive account of ‘what happens’ to a piece of research that can lay claim to being a worthwhile, if modest addition to knowledge”(p. 16). In other words, case study, helps the researcher to understand how to connect the different aspects on what the students can achieve successfully while learning of a foreign language.

Perhaps, since the study is being developed only in one of the programs taught at the university, and the instruments to be used in order to answer each question are: Documents analysis, interviews, observations, surveys and statistical analysis it is possible to say that this is the research design selected.

3.4. Instruments

Data are the basis of any research project. Such data must be relevant, adequate in quantity and quality should be collected. They should be sufficient, reliable and valid. In agreement with Cohen, Manion and Morrison (2007) explain that: “Validity is an important key to effective research, and if a piece of research is invalid then it is worthless. Validity is thus a requirement for both quantitative and qualitative research approaches” (p.133).

On the other hand, Cohen, Manion and Morrison (2007) say that “For research to be reliable it must demonstrate that if it were to be carried out on a similar group of respondents in a similar context, then similar results would be found” (p.146). Besides, they point out that reliability in quantitative research is essentially a synonym for dependability, consistency and replicability over time, over instruments and over groups of respondents. It is concerned with precision and accuracy. In fact, the authors express that quantitative research, assumes the possibility of replication; if the same methods are used with the same sample then the results should be the same.

For each type of research, we need certain instruments to gather data, which let the researcher explore the field being studied. Such instruments are called tools. The selection of suitable instruments or tools is of vital importance for successful research.

As it was already mentioned, the tools applied were class observations, semi-structured interviews and document analysis. Subjects participating were three level coordinators, students and five teachers observed will be described.

3.4.1. Class Observations

The class observation is a data collection tool used by teachers to interpret what happens in the classroom in a very natural way. As Wajnryd (2010) describes “being in the classroom as an observer opens up a range of experiences and processes which can become part of the raw material of a teacher’s professional growth” (p.1).

In addition, it has more advantages that permit a clear view of the teaching process, according to Barnard (1998) “the ethical foundations of classroom observation are therefore, founded upon two issues: firstly, the informed consent by the participants and agreed access to the classroom, and secondly, the appropriate use of information gained from observation” (p.53). Besides, Wajnryd (1992) says that “...it helps teachers gain a better understanding of their own teaching, while at the same time refines their ability to observe, analyze and interpret, an ability which can also be used to improve their own teaching”(p. 7).

3.4.2. Semi- Structured Interview

With this instrument teachers can find how much information can let them know about the English program structure, approach, strategies and the English components of the Saber Pro test. In that sense, Borg (2003) says that “the interview is one of the most powerful tools used in attempting to understand people’s points of view, beliefs and attitudes” (p.168). Furthermore, according to Kvale & Brinkmann (2009) “a semi –structured life world

interview attempts to understand themes of the lived everyday world from the subjects' own perspectives" (p.27).

3.4.3 Surveys

Surveys offer another perspective of the field under search, as they help identify some other issues that in others data collection cannot easily be discovered. Lepannen et al. (2011) state that:

As a study of people's perceptions of and attitudes to English, the present survey is exceptionally well-placed to offer information. Compared to many survey studies conducted elsewhere, it is much wider in scope and can thus provide multi-dimensional and generalizable information on how different social and demographic groups regard English and its impact on various domains within society. (p. 35)

In other words, surveys can give a multidimensional perspective about how stakeholders perceive the learning and teaching of English in a very specific context. In relation to this, Leedy & Ormrod (2005) suggest that "surveys are used to gather information about groups in order to learn about their characteristics, opinions, attitudes, or previous experiences" (p.183).

The table number 2 summarizes the paradigms, approaches, designs and tools previously described:

PARADIGM		APPROACH	DESIGN	TOOLS	ADVANTAGES / DISADVANTAGES
	Positivist	Quantitative	Experimental	pre-test control group randomization additional group	ADVANTAGES: <ul style="list-style-type: none"> Generalizing Future predictions Study large number of people Objective information DISADVANTAGES: <ul style="list-style-type: none"> Not suitable to study social phenomena General knowledge can not be used in particular context
			Correlational	surveys questionnaires	
			Survey	survey	
	Anti-positivist	Qualitative	Grounded theory	Observations photographs diary reports surveys	ADVANTAGES: <ul style="list-style-type: none"> It's unstructured Can see changes all the time It shows trends over a period of time DISADVANTAGES: <ul style="list-style-type: none"> Time consuming Can be expensive People may drop out the study It could have an affect over the participants' life One's recollection can be swayed
			Ethnographic	observations interviews	
			Narrative	journals interviews observations	
			Case study	surveys interviews observations	
	Critical theory	Mixed- method	Mixed method	semi structured interviews closed ended surveys opened ended questions	ADVANTAGES: <ul style="list-style-type: none"> Transformative Knowledge is gained from social context Allows the use of quantitative and qualitative approaches. DISADVANTAGES: <ul style="list-style-type: none"> Several fundamental weaknesses There are many critical theories where the researcher has to find the closest one for his/her own context. It changes all the time.
			Action research	surveys interviews observations	

Table 2

Bearing in mind that the previously mentioned general question: what is the relationship between the English program and the industrial engineering students' performance in the national standardized test? as well as the sub-questions posed in order to try to answer the main question: a) how is the English program structured? b) what are the teachers' perceptions regarding the program? c) what are the industrial engineering students' results in the English component in the national standardized test? d) what are the students' perceptions related to the program and the previous preparation to present the national standardized test during the English course?. It is necessary to define what paradigm, approach, design and instruments are appropriate for each research paper.

As Dawson (2002) pointed out, this is the philosophy or the general principle, which will guide the research. It is the overall approach to studying any topic and includes issues researchers need to think about such as the constraints, dilemmas and ethical choices within the process. (p. 14)

For that reason, it is relevant to say that for the purpose of this research paper, the anti-positivist research paradigm is going to be used due to the possibility of using qualitative research approaches which would permit to reflect towards the main issue in the study and give a deep description of the context, and the influence of an English program .

At the same time, the instruments that connect with the paradigm and approach selected in order to carry out this paper is the case study which will use some specific tools in order to gather data such as: document analysis, semi-structured interviews, observations, surveys, statistical analysis and public records and statistics. Those instruments can let us collect qualitative data as summarized in table 3. Although some quantitative data will be used for the purpose of this study.

Research paradigm, approach design and instruments selected				
PARADIGM	APPROACH	DESIGN	QUESTION	INSTRUMENT
Anti-positivist	Qualitative	Case study	How is the English program structured?	<ul style="list-style-type: none"> • Document analysis • Interviews (semi-structured) • Observations
			What are teachers' perceptions regarding the program?	<ul style="list-style-type: none"> • Document analysis
			What are the Industrial Engineering students' results in the English component in the national standardized test ?	<ul style="list-style-type: none"> • Statistical analysis • Document analysis (public documents)
			What are the students' perceptions related to the program and the previous preparation to present the national standardized test during the English course?	<ul style="list-style-type: none"> • Survey

Table 3

Chapter 4 Findings

In this section, an analysis of the program, the book contents and the Saber Pro Test will be presented. The program is analyzed under the light of the CEFR and the Norma Técnica Colombiana (NTC) 5580. This analysis will give us insights on the relation between the program, the book content and the CEFR descriptors in order to evaluate how this relation affects students' performance in the SABER PRO test.

4.1. Document analysis: the program, the book contents, the SABER PRO test and the CEFR descriptors

The English program held at the language institute is composed of six levels. Each level has its own syllabus which is based on the contents of the book and is delivered in 64 hours. The course is focused on helping the learners develop the communicative skills needed to interact in a B1 level efficiently in the foreign language according to the CEFR.

The first result of the document analysis indicates that a student, who completes the six levels in the language institute, has an appropriate number of hours of instruction to achieve B1. The number of hours of the program is sufficient to help the students develop the necessary competences to reach such level. This can be clearly seen in the chart below that indicates the relation between the number of hours assigned to each level of the program and the number of hours suggested by the Government (Colombia. Ministerio de Educación Nacional, NTC 5580)

Number of Hours				
Level of language reached according to the CEFR	ILE Levels	No of hours at the semester	Total hours accumulated	No of hours recommended NTC 5580 (p.15)
A1	Basic	64	128	90
	Intermediate1	64		
A2	Intermediate 2	64	128	110
	Advanced 1	64		
B1	Advanced 2	64	128	175
	Advanced 3	64		
Total No of hours			384	375

Table 4

In the table 4, it can be seen that the total amount of hours of the program are 384 hours compared to 375 hours proposed by the NTC 5580. This means that the students ideally have enough exposure to reach the B1 level. However, we can also deduce that there is a problem with the distribution of hours in the program. The NTC 5580 indicates that in order to achieve an A1 level, the minimum hours required are 90. The program, offers 128. For the A2 level, the minimum hours required are 110 and the students receive 128 and for level B1, the minimum of hours is 175, and the learners only receive 128. Analyzing this situation, it is possible to say that in the first levels, students get more hours while in the level that requires more instruction (B1), they get fewer classes. Therefore, the distribution among the levels needs revision to assure the right amount of exposure of students to the language in the higher levels.

There is no need to say that having the right number of hours alone will imply language development. There are other aspects that need to be taken into account. That is why in this next part a close look at the textbook used and the program itself will be presented.

The textbook series used is the New Total English (Pearson, 2011). The table 5 indicates the relation of the textbooks with the CEFR.

Relation between the textbook level and the CEFR		
ILE Level	Coursebook	CEFR level
Basic	New Total English Starter Book 1	A1
Intermediate 1	New Total English Starter Book 2	
Intermediate 2	New Total English Elementary Book 2	A2
Advanced 1	New Total English Pre-Intermediate Book 1	
Advanced 2	New Total English Pre-Intermediate Book 2	B1
ADVANCED 3	New Total English Intermediate Book 1	

Table 5 (See appendices 2 and 3)

Each book is expected to be used for approximately 80 to 120 hours of classes. Each is made up of ten to twelve units. The series claims that aims and objectives are aligned with the CEFR as it is observed in the following tables:

Level A1			
ILE level	Expected CEFR level	Can do statements from the book	Equivalence with CEFR
Basic & Intermediate	A1 Basic user	<ul style="list-style-type: none"> Greet someone Introduce a friend Talk about friends Ask where someone is from Give personal details Order a snack in a café Say what you like and you don't like Describe a daily routine Ask and answer simple questions about your life 	Spoken interaction and production: Students can <ul style="list-style-type: none"> use basic greeting and leave taking expressions. ask how people are. interact in a simple way, asking and answering basic questions, if I can repeat, repair and get help. ask and answer (simple personal) questions, like “What’s your name?”, “How old are you?” if the other person speaks slowly and is very helpful. I can give personal information (address, telephone number, nationality, age, family, and hobbies). very simply describe myself and my family. very simply describe where I live.
		<ul style="list-style-type: none"> Understand greetings Identify numbers Understand the time and dates Identify prices 	Listening. Students can <ul style="list-style-type: none"> understand simple words and phrases, like “excuse me”, “sorry”, “thank you”, etc. understand the days of the week and months of the year. understand times and dates. understand numbers and prices.
		<ul style="list-style-type: none"> Complete charts with basic information (names, telephone number) Understand signs 	Reading. Students can <ul style="list-style-type: none"> recognise names, words and phrases I know and use them to understand very simple sentences if there are pictures. understand words and phrases on everyday signs (for example, “station”, “car park”, “no parking”, “no smoking”, “keep left”). understand simple forms well enough to give basic personal details (for example, name, address, date of birth).

Basic and Intermediate 1	A1 Basic user	<ul style="list-style-type: none"> • Complete simple sentences about your favorite things • Write short simple sentences about a product • Write a simple online profile update • Write simple sentences to describe yourself and family • Complete simple sentences about a typical day • Write simple sentences about personal experiences • Write a text to a friend using common text expressions 	Writing. Students can <ul style="list-style-type: none"> • write simple sentences about myself, for example where I live and what I do. • write about myself and where I live, using short, simple phrases. • understand a hotel registration form well enough to give the most important information about myself (name, surname, date of birth, nationality). • complete a questionnaire with my personal details.
		<ul style="list-style-type: none"> • I'm, you're/ she's, he's, it's/ we are , they are/, where are you from? • my his, her our, your and their • a, an / plurals • Possessives 's • position of adjectives • demonstratives. • There is there are • There isn't there aren't • some, a lot of • telling the time • present simple I – you – he – she – it – we and they • adverbs of frequency – like + ing- want + infinitive • object pronouns • can / can't • in / at / on (prep. of time) • Simple past of the verb to be • Simple past • Going to 	Grammar <ul style="list-style-type: none"> • Adjectives: common and demonstrative • Adverbs of frequency • Comparatives and superlatives • Going to • How much/how many and very common uncountable nouns • I'd like • Imperatives (+/-) • Intensifiers - very basic • Modals: can/can't/could/couldn't • Past simple of "to be" • Past Simple • Possessive adjectives • Possessive s • Prepositions, common • Prepositions of place • Prepositions of time, including in/on/at • Present continuous • Present simple • Pronouns: simple, personal • Questions • There is/are • To be, including questions+negatives

		<ul style="list-style-type: none"> • Numbers • Countries and nationalities • The alphabet • Personal objects • Food, snacks and drinks • Prices • Colors • Places around town • Verbs of routine • Abilities • Months • Jobs • The house • Furniture • Adjectives 	VOCABULARY <ul style="list-style-type: none"> • Food and drink • Nationalities and countries Personal information • Things in the town, • shops and shopping Verbs – basic
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Table 6. Level A1

Level A2			
ILE level	Expected CEFR level	Can do statements from the book	Equivalence with CEFR
		<ul style="list-style-type: none"> Describe people and understand descriptions Describe what people are doing now Talk about what you wear Talk about the weather Talk about personal preferences Describe personal experiences Talk about other people's experiences Talk about your education Give and understand instructions Talk about intentions Explain reasons for your actions / plans Talk about likes, dislikes and ambitions Discuss likes and dislikes Talk about how often you do things Talk about what you're doing now and around now Describe personal events in the past Talk about personal achievements and experiences Ask different types of questions Tell a friend about your future plans 	Spoken interaction and production. Students can <ul style="list-style-type: none"> ask people how they feel in different situations. For example: "Are you hungry?" or "Are you ok?" and say how I feel. ask and answer simple questions about home and country, work and free time, likes and dislikes. ask and answer simple questions about a past event. For example, the time and place of a party, who was at the party and what happened there. make and accept invitations, or refuse invitations politely. make and accept apologies.
Intermediate 2 and Advanced 1	A2. Basic user	<ul style="list-style-type: none"> Identify information about family Understand greeting and common expressions Understand departure announcements and destination Complete charts about weather report Understand conversations about daily routine 	Listening. Students can <ul style="list-style-type: none"> understand simple information and questions about family, people, homes, work and hobbies. understand what people say to me in simple, everyday conversation, if they speak clearly and slowly and give me help. understand short conversations about family, hobbies and daily life, provided that people speak slowly and clearly. understand short, clear and simple messages at the airport, railway station etc. For example: "The train to London leaves at 4:30". understand the main information in announcements if people talk very clearly. For example: weather reports, etc
		<ul style="list-style-type: none"> Read short texts about the routine of some people Understand signs Understand the main ideas of a short text Read and understand 	Reading. Students can <ul style="list-style-type: none"> understand short, simple texts containing familiar vocabulary including international words. find the most important information in advertisements, information leaflets, webpages,

			<p>catalogues, timetables etc.</p> <ul style="list-style-type: none"> understand the main points in short, simple news items and descriptions if I already know something about the subject. For example: news about sport or famous people. <p>understand short simple messages from friends. For example: e-mails, web chats, postcards or short letters.</p>
		<ul style="list-style-type: none"> Respond to an event Write a simple postcard Write a short biography Write a description of an event Write a message for an online message board Write a thank you letter Write a note message to a friend 	<p>Writing. Students can</p> <p>write a simple message, for example to make or change an invitation or an appointment to meet.</p> <p>write a short message to friends to give them personal news or to ask them a question. For example, a text message or a postcard.</p> <p>complete a questionnaire with information about my educational background, my job, my interests and my skills.</p> <p>write about things and people I know well using simple language. For example: descriptions of friends, what happened during the day.</p>
		<ul style="list-style-type: none"> articles pronouns one / ones possessive pronouns position of adjectives present continuous present simple and continuous comparatives and superlatives ing as noun present perfect can / have to / don't have to imperative be going to like / would like present simple adverbs of frequency present continuous past simple present perfect 	<p>GRAMMAR</p> <ul style="list-style-type: none"> Adjectives – comparative – use of than and definite article Modals – should Past continuous Past simple Phrasal verbs – common Possessives – use of 's, s' Prepositional phrases (place, time and movement) Prepositions of time: on/in/at Present continuous Present continuous for future Present perfect Questions Verb + ing/infinitive: like/want-would like Wh-questions in past Zero and 1st conditional Adjectives – superlative – use of definite article Adverbial phrases of time, place and frequency – including word order

		<ul style="list-style-type: none"> • modal verbs • countable and uncountable nouns • future • gerunds 	<ul style="list-style-type: none"> • Adverbs of frequency • Articles – with countable and uncountable nouns • Countables and Uncountables: much/many • Future Time (will and going to) • Gerunds • Going to • Imperatives • Modals – can/could • Modals – have to
		<ul style="list-style-type: none"> • adjectives and people • ordinal numbers and months • clothes • weather • transport • day and lifestyle • achievements • food • places and urban environment 	<p>VOCABULARY</p> <ul style="list-style-type: none"> • Adjectives: personality, description, • Feelings • Food and drink • Things in the town, shops and shopping • Travel and services

Table 7. Level A2

Level B1			
ILE level	Expected CEFR level	Can do statements from the book	Equivalence with CEFR
Advanced 2 & Advanced 3	B1 . Independent user	<ul style="list-style-type: none"> • Talk about possible events and situations in the future • Talk about special occasions • Describe past actions • Talk about your abilities • Respond to simple job interview questions • Tell a story from the news • Describe a holiday • Make generalisations about customs • Recommend a film • Talk about people who influenced you • Discuss adverts and their influence • Talk about decisions and plans for the future • Discuss imaginary or unlikely situations • Report what someone said to you • Encourage further conversation by expressing interest in what is said • Start a conversation with a stranger • Give opinions and agree/disagree • Use intonation to check and confirm • Ask for give clarification • Carry out a survey and present results 	Spoken interaction and production. Students can <ul style="list-style-type: none"> • start, maintain and close simple face-to-face conversations on topics that are familiar or of personal interest. • give or seek personal opinions in an informal discussion with friends, agreeing and disagreeing politely. • have simple telephone conversations with people I know. • ask for and follow detailed directions. • give descriptions on a variety of familiar subjects related to my interests. • talk in detail about my experiences, feelings and reactions. • briefly explain and justify my opinions. • give a short prepared presentation on a very familiar area (e.g. "My country") and answer clear questions.
		<ul style="list-style-type: none"> • Take notes while listening • Listen and answer questions • Listen and complete ideas • Listen and identify some events 	Listening. Students can <ul style="list-style-type: none"> • understand the main points of clear standard speech on familiar, everyday subjects, provided there is an opportunity to get repetition or clarification sometimes. • understand the main points of discussion on familiar topics in everyday situations when people speak clearly, but I sometimes need help in understanding details. • follow clearly spoken, straightforward short talks on familiar topics. • understand simple technical information, such as operating instructions for familiar types of equipment.

		<ul style="list-style-type: none"> • First conditional • Gerunds and infinitives • Present simple passive • Prepositions of time • Past continuous • Past simple • Present perfect simple • Past perfect simple • Articles • Will and be going to • Second conditional • Reported speech • Zero and first conditional • Adverbs • Predictions (will – be going to) 	Grammar <ul style="list-style-type: none"> • Adverbs • Broader range of intensifiers such as too, enough • Comparatives and superlatives • Complex question tags • Conditionals, 2nd and 3rd • Connecting words expressing cause and effect, contrast etc. • Future continuous • Modals – must/can't deduction • Modals – might, may, will, probably • Modals – should have/might have/etc • Modals – must/have to Past continuous • Past perfect • Past simple • Past tense responses • Phrasal verbs, extended • Present perfect continuous • Present perfect/past simple • Reported speech (range of tenses) • Simple passive • Wh- questions in the past • Will and going to, for prediction
		<ul style="list-style-type: none"> • Appearance • Personality • Feelings • Phrasal verbs • Places in a city • Personal qualities • Shopping Adjectives describing places	VOCABULARY <ul style="list-style-type: none"> • Collocation • Colloquial language • Things in the town, shops and shopping • Travel and services

Table 8. Level B1

The tables 6, 7 and 8, show that there is a clear match between the textbook can do statements and the CEFR descriptors in a logical progression from level to level. The can do statements were classified taking into account the major skills (reading, listening, speaking and writing) and the subskills (grammar and vocabulary). It is important to mention here that to analyze this relation (CEFR descriptors and program can do statements), the syllabus of each course was included as our program has textbook based syllabi. That is to say that the book is our curriculum.

From this document analysis, it is also possible to assert that the program and its features such as number of hours, syllabi and coursebook content, allow the students to achieve the B1 level. However, we realized that some academic decisions affecting students' learning were made by program administrators due to time constraints. Among these decisions, we found that some units and parts of the book were skipped out in order to try to cover more material in less time. For example, in the third level, students do not use the first part of the book where there is an important unit devoted to recycling some topics that have previously been studied. Not using these units prevents students from reinforcing what they have learned in the first two levels. Also, units 11 and 12 found in the second part of the New Total English Elementary part 2 book are omitted.

Other important issue is the lack of continuity in the learning process. Since the institute offers two terms a year and three summer courses one in January, one in June and one in July. Each of those periods counts on 64 hours. However, once the semester is over, it comes a period of vacation for those students who regularly take classes during the semester. The lapse of time that passes between one level and other without being in touch with the language constitutes a real gap for students' learning. Besides, there are some students who take English classes only

during the summer courses. This means that they only have three of four weeks of English class every four of five months. These two situations affect the students' learning process and performance in the language.

As the center of this research is to establish a relationship between the program and students' performance in the SABER PRO test, it is important to analyze how students do in the test, what the test evaluates and how the program prepares students for it.

4.2. Analysis of the Saber Pro Test Results

As it was mentioned in the theoretical framework, Saber Pro test is a national standardized test implemented by the MEN in order to have a rank of the quality of Colombian Higher Education Programs and Institutions. It evaluates all students in generic competences such as: Critical Reading, Quantitative Reasoning, Written Communication, Civic Competences and English.

Actually, this test evaluates the learners' performance towards grammar, vocabulary and reading within a multiple-choice questionnaire. In that sense, during the development of the program, the exams that are going to be given to the students are designed bearing in mind the multiple choice answers. Besides, once the students reach the sixth level, they take an old Saber Pro test and the teachers must give a report to the coordination. However, It is important to mention that there is no specific guideline related to reading, grammar and vocabulary to be followed during the classes in order to prepare the pupils to face the test

Related to the results of the exams, the study was done with a group of 440 Industrial Engineering students. The results analyzed date from the first semester of 2011 to the second

semester of 2014. The first exercise we did was to establish the students' starting level of English. Since there is no institutional placement test to determine the students' English level at the beginning of the course, the Saber 11 results were taken as the entry point. Then, we took a look at students' results in the SABER Pro test as the exit point of the process. Both standardized tests are mapped to the CEFR and are administered by the MEN.

In order to carry out the analysis, the information gathered is going to be shown in a table that represents in percentages the results obtained by the learners according to the CEFR: As it was mentioned in the theoretical framework, in A1, students can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. In A2, Students can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). And in B1, Students can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.)

The following figure will be used to establish the comparison between the entry and exit levels based on results obtained by the learners in the national standardized tests in each semester of the years since 2011 to 2014 then, a description of the results is going to be given:

Entry and exit levels based on results obtained by the learners in the national standardized tests



Figure 2 (See appendix 1)

2011

As it is seen in figure 2, 33% of the students who registered in 2011-1 placed in an -A1 level, 63% in A1, and 4% in B+ according to the Saber 11. This means that the majority had no basic knowledge of the language. When contrasted with the exit exam (SABER PRO), the percentages show some movement of students into the levels. The -A1 lowered down to 8%, the A1 increased to a 42 %, the A2 that was not present before raised to a 17%, the B1 reached a 29% and the B+ got to a 4%.

In the period 2011-2, 84 students of the industrial engineering program started their English classes at the language institute. According to the table 6, it can be clearly seen that the 55% of those students who registered in that period, had -A1, the 37% started in an A1, the 7% began with A2 and 1% in this group of students obtained a B1. In contrast, at the end of the course the 21 % obtained -A1, the 44 % got A1, the 13% of them finished in A2, the 18% of the students reached B1.

This means that in 2011 our goal of having students reach the B1 was not met but it also evidences that students did advance in the learning of the language at least in the skills the test evaluates. The A1 increases in spite of the movement towards higher levels.

2012

In the term corresponding to 2012-1, 30 pupils registered. According to the table, the 57% had -A1 and at the end of the course, this figure reduced to 13 %. Besides, the 33% of the pupils who started A1 at the end of the course, increased to a 47 %. The 7% of those learners who began in A2 increased to a 23%. The 3% in this group of students, who obtained a B1 at the end of the six levels, reached a 17 %. There were no students registering B+ neither at the beginning nor at the end of the course in this period of time.

In the second semester of 2012, the results of the learners placed them like this: the 55% in -A1, 28% in A1, and 17% in A2. At the end of the course, the results were distributed as follows: 23 % in -A1, 43% in A1, the 15% in A2 and the 19% in B1.

Once more the B1 goal was not reached but the percentage in this level increased meaning that our course has allowed students to move upwards in their language learning process. One interesting result is that after the course the A1 level increases opposite to what is expected to be reduced.

2013

About the period corresponding to 2013-1, it can be said that the results show that the exam placed the students like this: the 52% in –A1, the 43% in A1, the 4% in A2 and the 2% in B1. Compared with the results in the Saber Pro Test, the –A1 reduced to a 20% , the A1 increased to a 54%, the A2 reached an 18%, the B1 raised to a 6% and for the first time, there was a 2% in B+.

In the second semester of that same year, students were placed like this: the 53% in –A1, the 28% in A1, the 12% in A2, and the 7% in B+. When the program was finished, those students showed improvement in their English levels because their scores were classified like this: the –A1 reduced to a 19%. The A1 reached to a 43%, the A2 increased to a 21%, the B1 reached an 11% and the B+ decreased to a 6%.

There is a clear tendency to see that the –A1 level decreases while the A1 increases as well as the other levels.

2014

It is relevant to explain that the period 2014-1 was not taken into account for this analysis due to the fact that only one student presented the Saber Pro test. For that reason, the period belonging to 2014-2 comes next. The scores obtained in this term placed the percentages as follows: the 43% in –A1, the 45% in A1, the 10% in A2 and the 2 % in B1 related to the Saber 11. Then, the scores obtained in the Saber pro, show the following 19% in A-, the 41% in A1, the 25% in A2, the 9% in B1 and the 6% in B+. As in the other years, the –A1 reduces while the other levels increase. However the majority stays in A1.

Along with the results presented in the figure 2, it is reflected that throughout the 6 levels of the program, a high percentage of the students started in a –A1 and A1; Nevertheless, at the end of the course the classification changed and the A- lowered improving to A1, which historically has shown to be the level where the majority of students stay. Then, there is also an increase to an A2. The B1 level has an average of 18% of students placing in this level and very few reached a B+.

At the same time, it is relevant to clarify that although the results display progression, the levels reached by the students do not match the requirements by the Government that clearly states that for those students who finish their majors, the English level reached must be B2. In fact, according to the latest report given by the MEN based on the Modelo de

Indicadores del Desempeño de la Educación (MIDE), the university is ranked in position number 169 out of 186 universities all over the country.

Since people in charge of the program were the ones making decisions towards its structure, the next aspect to be covered is the interview carried out to the level coordinators.

4.3. Interviews with the Levels' Coordinators

In order to carry out this research paper, semi-structured interviews were applied to three level coordinators (See appendix 6). The purpose of this interview was to look for information related to the structure of the program, the quantity of time devoted to it per level and the number of students among others.

The interview showed that the three level coordinators state that the communicative approach is the one all teachers should follow to implement the syllabus and develop students' language competences. However, it was not possible to define what understanding of this approach was to check if they all had the same perceptions.

A second aspect is that they acknowledge is that the minimum number of students per group is 30. This number poses some challenges when helping students reach the desired language level as in language classes close attention to individual needs is important. With 30 students, this possibility is reduced.

The third aspect inquired was related to the levels to be achieved according to the CEFR. Each level coordinator gave a different answer: The first one, in charge of basic and intermediate 1 levels, said that the students who finish these two levels must reach the A1. That answer matches with the description given by the book, which is the basis of the syllabus carried out through the program. The second level coordinator declared that the students must reach an A1. That answer does not match the chart given by the book, which states that in this level the learners must finish A1 and advance to A2. The third level coordinator answer was A2, However in the book is specified that in this level, the learners must complete the A2 and go to the B1.

Likewise, the three level coordinators participated in the design of the syllabus and they agreed that this is based on the coursebook. They claim that the main goal of the program is to help the students to improve their English proficiency and reach the B1 level according to the CEFR descriptors. They never mentioned how the program prepares students for the

SABER Pro test or if the reading, grammar or vocabulary activities designed help students achieve better results.

Level coordinators express that the program is based on the CEFR (one teacher) and on the Colombia Bilingue program (2 teachers). That means that there is no one clear agreement about the reason why the program was created. Besides the Colombia Bilingue program only established an exit level and does not indicate any other standard related to language learning at tertiary level.

When talking about the teaching strategies suggested by the syllabus, the answers did not reflect a common view. The coordinator 1(C1) said that “after reading the syllabus, I realized that there aren't any pedagogical strategies pre-established”. The Coordinator 2 (C2) answered: “To follow a writing process and in the use of the virtual room links related to grammar, reading, listening and also speaking”. Actually, the answer has no sense according to the question posed. And Coordinator 3 (C3) said that: “There are many strategies suggested”. This fact may indicate that the coordinators have no clear concept of the methodological strategies defined by the program. However, the three level coordinators agreed on the fact that teachers can use the strategies they consider appropriate for the learning situation.

When talking about the amount of hours available to develop the program per semester, the three level coordinators agreed that the time is not enough. C1 explained that the problem is: “because most of our students do not have the basis to start the English program and there is a need of leveling them in order to have better results”. C2 concluded: “we need more teaching hours to develop better results” and C3 said that “we need more hours to develop more practice of the language”. As shown before, the NTC 5580 indicates that in order to reach a B2 level, the total of hours must be 575. The language program offers 384, which as mentioned above, would be ideal to reach the B1 level.

The next question is related to the topics and their relation to the context of the learners. Coordinators said that the topics are appropriate and mentioned examples like: greetings, places, nationalities, jobs, friends, media, lifestyle and free time. However, it seems that these topics are for general knowledge and not for future professionals. They also did not indicate if these topics go according to their cognitive level.

Then, in the following question about if the topics allow the students achieve the expected level, the three coordinators agreed by saying that they do help students develop their language skills. C1 said that “because they are part of a well-structured coursebook and the book is aligned with the CEFR”. C2 added that “if the teacher is demanding, he/she offers students different teaching strategies”. And the C3 claimed that “because they are using a meaningful learning”. In fact the book is aligned with the CEFR, which makes it a reliable source. In here, we can say that ideally students are exposed to the language input they need to achieve the expected level. However, it will be necessary to see what happens in the classroom to check if the teaching process is effective.

About the resources available for teachers to help them improve their practices, the three level coordinators agreed that they count on a variety of resources such as flashcards, videos, books, realia, laptops, computers labs, smart boards, clickers and posters among others. That means that there is no lack of sources. The question is then how these resources are used in class.

The last question was about the way the teachers assess their students. Coordinators responded in the following way. C1: “teachers are supposed to give quizzes and have students make oral presentations. Each teacher decides when and how. He also said that there is an assessment sheet with specific percentages per ability”.

C2 explained that they follow an assessment framework in which quizzes and activities are worth 40% of the total grade, the mid-term or final is worth 40%, the writing process a 10% and class participation the last 10%”. C3 added that assessment is a permanent process. That is to say that assessment at the Language Institute is an ongoing process which gives specific percentages to each ability of the language and follows specific patterns. However what and how teachers evaluate is not clear as they did not specify if there are institutional guidelines about the type of exams to make, rubrics to evaluate oral and written exams and standardization processes among teachers.

4.4. Survey Applied to the Students

In this part of the analysis, the use of surveys applied to the students helped demonstrate their perception towards the English program. The survey was applied to 161 students of the Industrial Engineering program who are in last level of the English program. It had

eight questions related to the way they learn in grammar, vocabulary and develop the reading activities during the English course. The following graph shows the answer related to the question was about the amount of time devoted to develop the program:

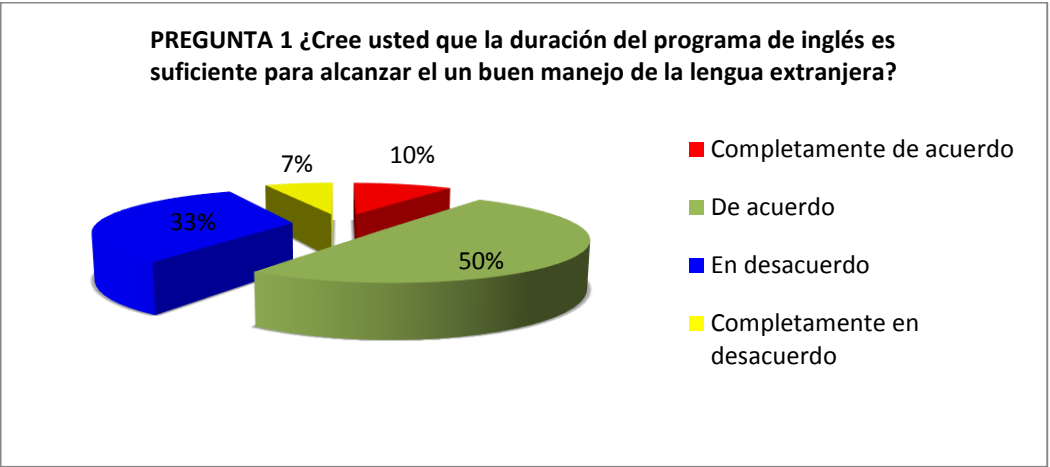


Figure 3 (See appendix 5)

According to the answers, 60% of students agree with the amount of time allotted for the English program, while the 40% disagree. It seems then that the number of hours of the program is enough to achieve the expected level according to students’ perceptions.

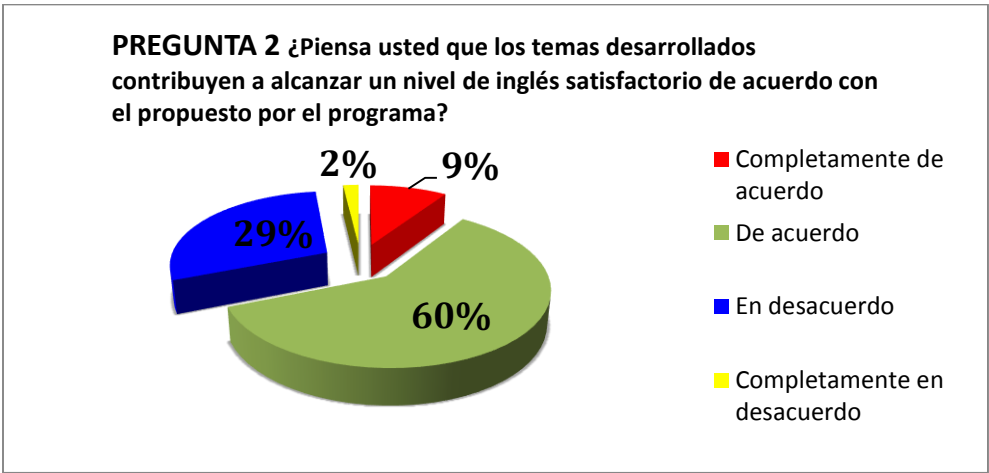


Figure 4 (See appendix 5)

The second question refers to appropriacy of the topics in reaching the expected level of the program. The results found show the following percentages: 60% of the students answered that they agree, a 9% totally agree, 29% disagree and 2% totally disagree. The percentages showed that students consider that the topics help them develop their language skills according to their perception. Nevertheless, a lower number of students believe that the topics are not enough to enhance the English language skills development

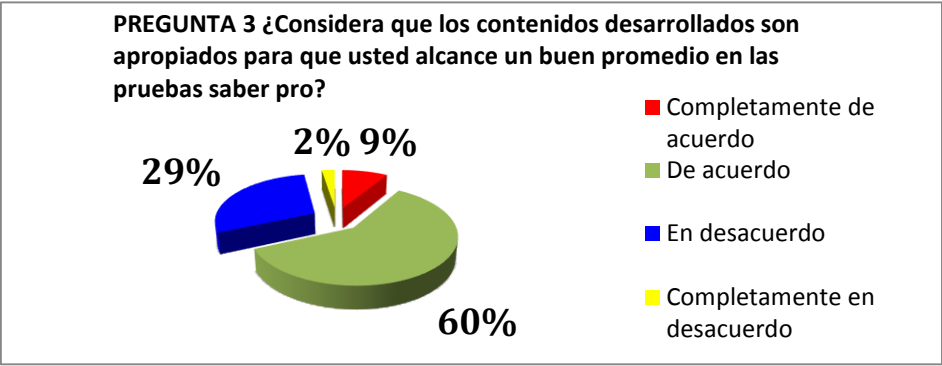


Figure 5 (See appendix 5)

The third question refers to the appropriateness of the program contents and their relation to the results of the Saber Pro test. The answers, surprisingly, show the same percentages from the second question. According to students, the program content does contribute to students’ performance in the Saber Pro tests.

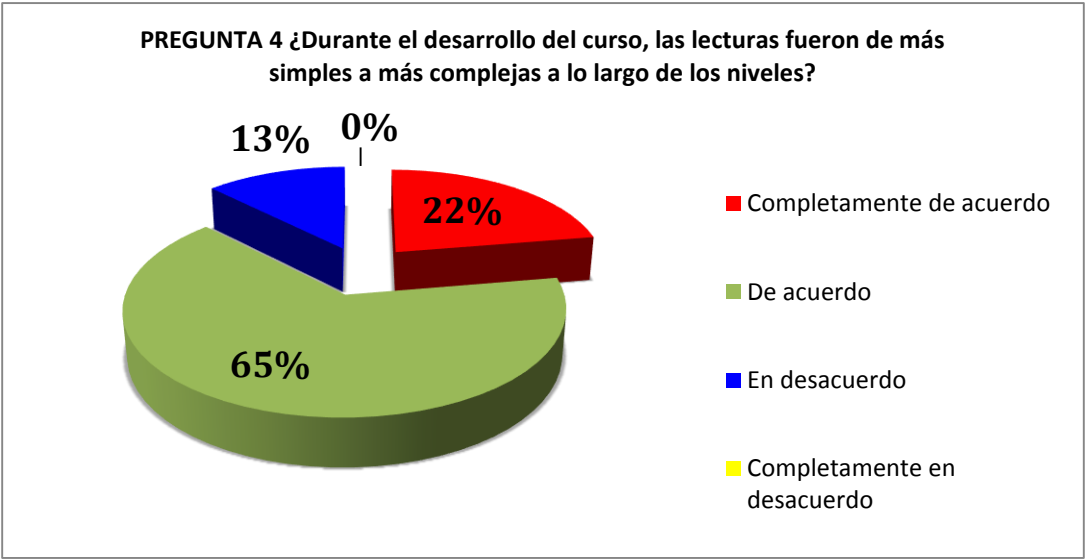


Figure 6 (See appendix 5)

In the fourth question, the students have to answer if the complexity of the readings increased through the levels. The answers revealed the following numbers: 65% agree, 22% totally agree. In other words, the students perceived that readings were more complex in each level. However, 13% of the students do not agree with this perception.

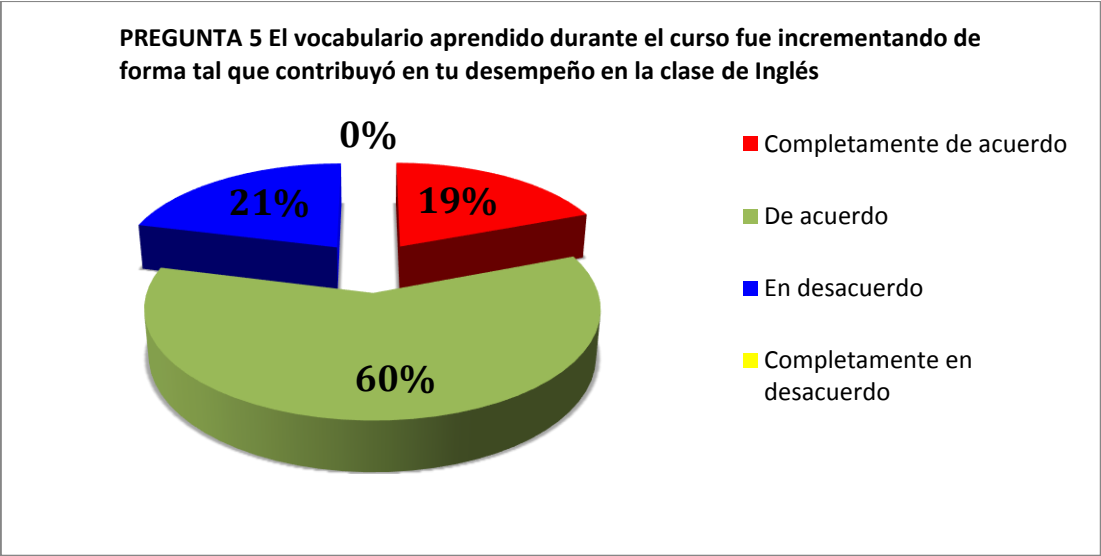


Figure 7 (See appendix 5)

The fifth question is well connected with the previous question, in terms of simplicity and the complexity of the content, but in this case is about vocabulary in the English program. The results are similar as in the fourth question. For instance, in the fifth question, we find the following numbers: 60% agree, and the fourth question 65%. In the same order of questions we have: 19% and 22% totally agree. The rest were 21% and 13% disagree. In this case, the connection between reading and vocabulary is very close. In each level, the amount of topics increases substantially in length and type of readings.

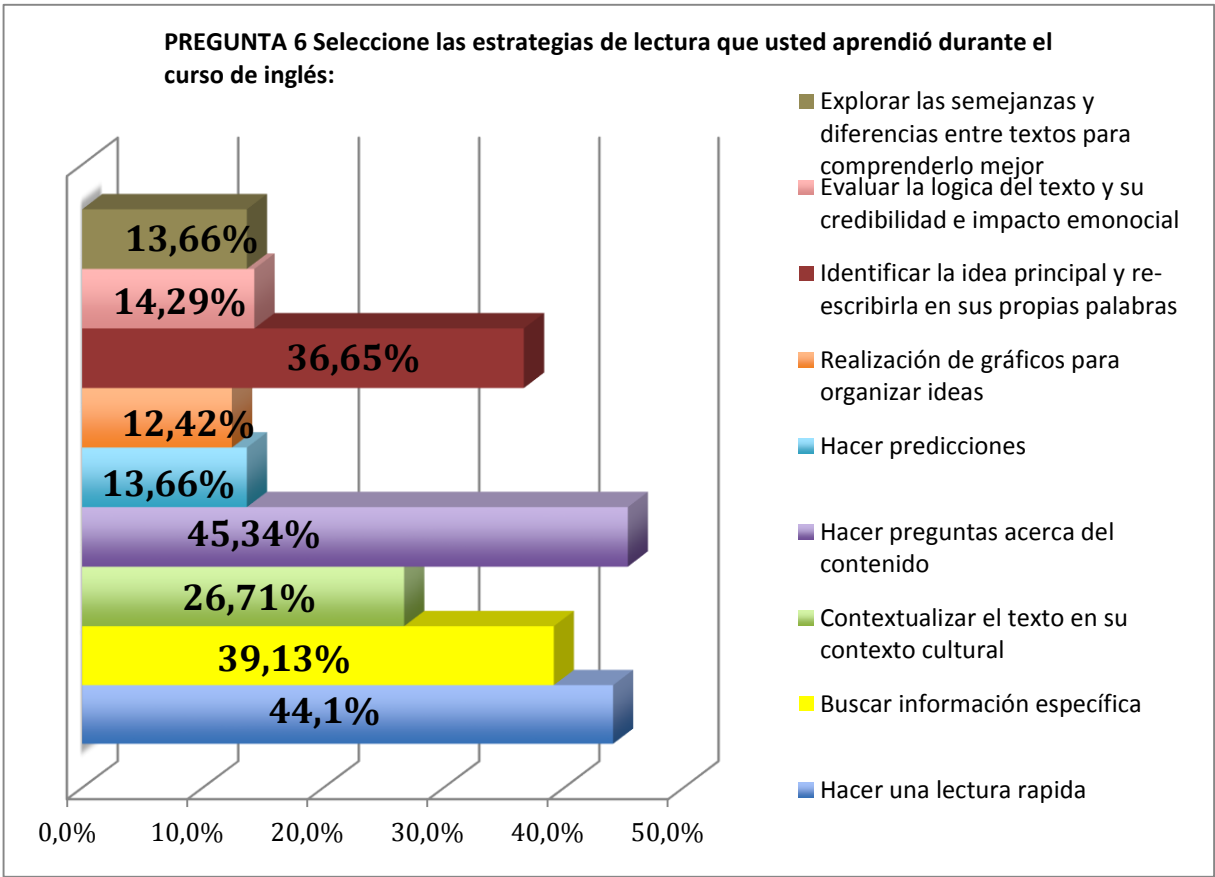


Figure 8 (See appendix 5)

The question sixth describes the different reading strategies that the students learned during the English course. The highest percentages in this question were: quick reading 44.1%, ask questions about the content 45.34% , search specific information 39.13% ; and identify the main idea and rewrite it in his/her own words 36.65%.

Besdes, the contextualize the text in his/her cultural context strategy reached a 26.71% showing that it helps students to have a better comprehension of the text. There are a few strategies that are less used in the classroom, such as: Evaluate the logic of the text and its credibility and emotional impact 14.29%, make predictions 13.66%, and explore the similarities and differences between texts to understand better has the same percentage. And the last one is: Make charts to organize ideas 12.42%.

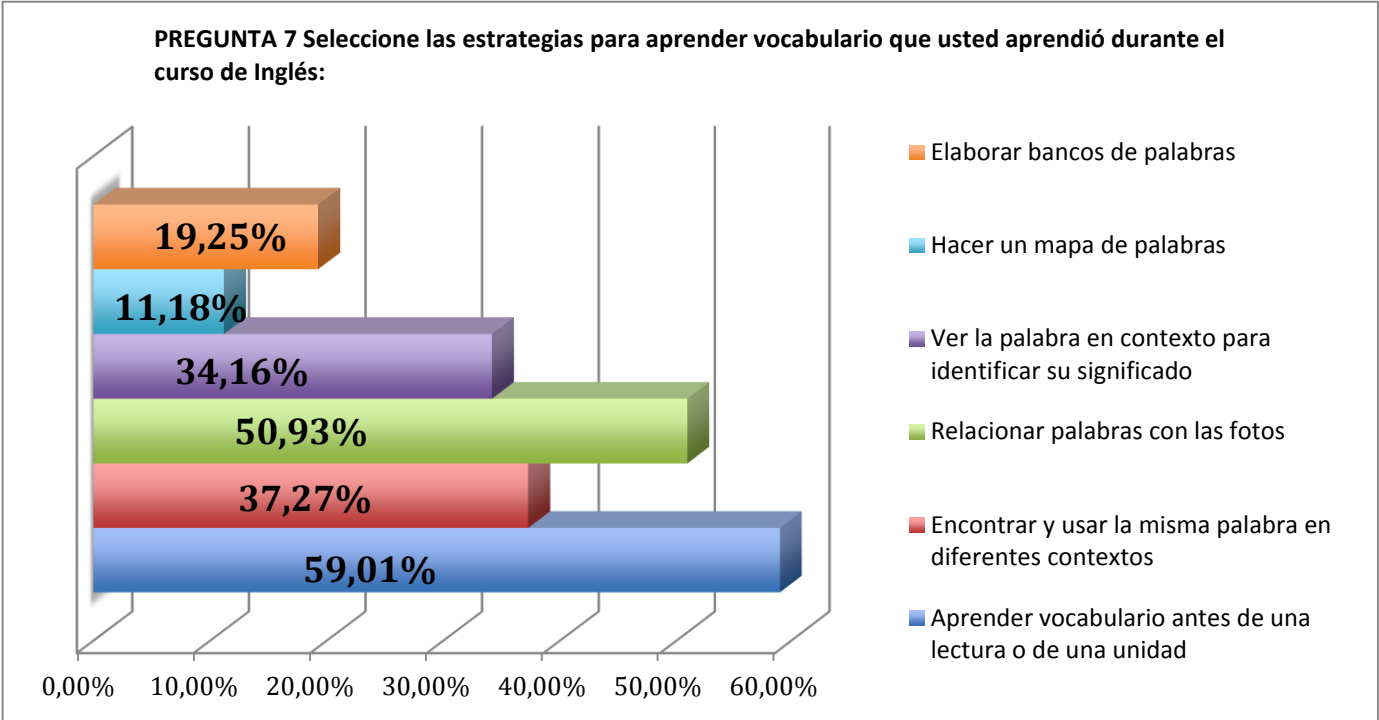


Figure 9 (See appendix 5)

Question seventh is about what strategies students use to learn vocabulary in the English program. The students mostly chose to learn vocabulary before a reading or a unit with a 59.01%. It is important to mention, that the coursebook uses this strategy and most of the teachers according to these results followed it in any manner. The second option: match photos with words reached a 50.93% meaning that this strategy is considered as very helpful because it helps them recall words easily. The following option has the same function as the previous one 37.27%. Also, see the word in context to identify its meaning

got a 34.16% indicating that it is very useful for the students t. Then, elaborate word banks (19.25%) and make word maps (11.18%) were the least used.

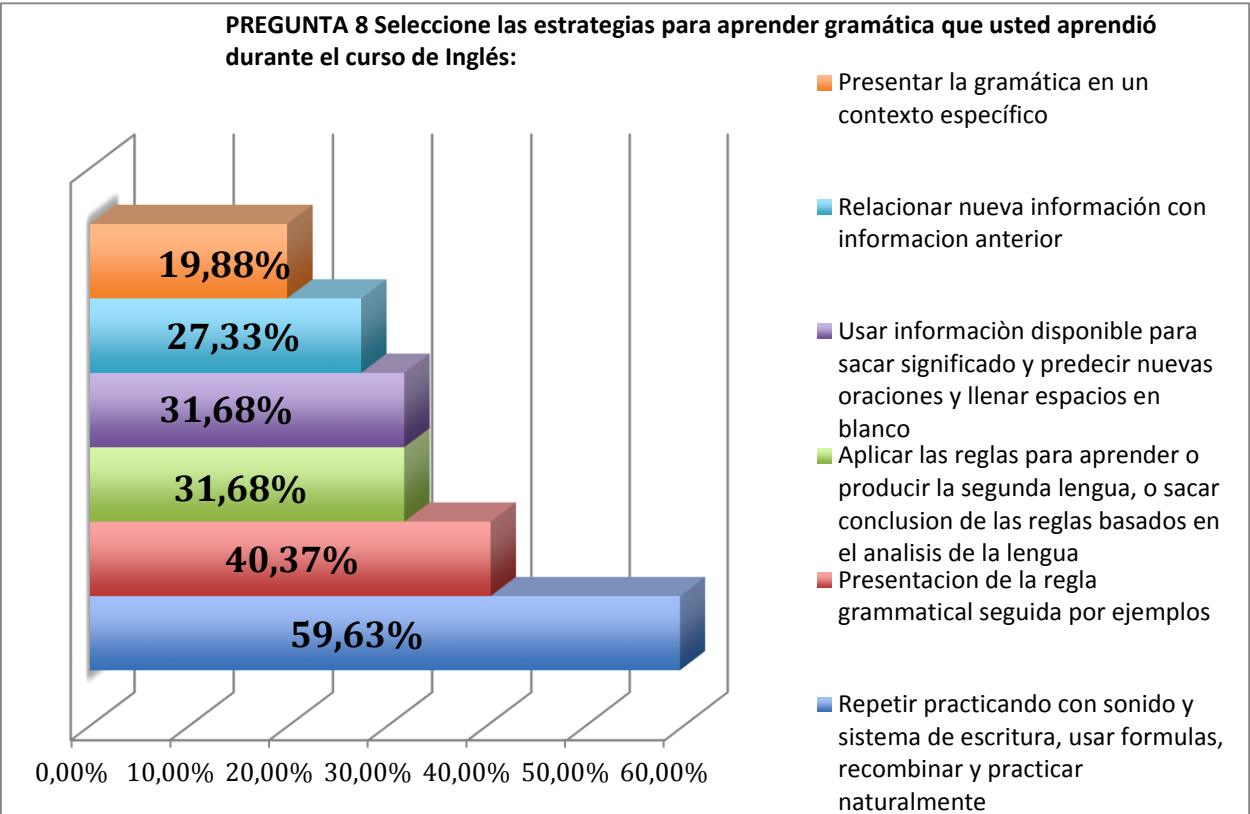


Figure 10 (See appendix 5)

The last question is how or what strategies the students use to learn grammar in class. The options chosen by the students with a higher percentage were: Repeat sounds and writing system, combine and practicing naturally 59.63%, active grammar with examples 40.37%. Those strategies are used in the book and generally followed by the teacher.

There are two options that had the same percentage: Use the rules to learn and produce language or make conclusions of the rules based in the language analysis; and use information available to make sense and predict new sentences to fill in the blanks with a percentage of 31.68% each. In addition, the students connect new information with a previous one (27.33%) and present the grammar in specific context (19.88%) obtained the lower percentage.

It is clear that the survey showed that students’ perceptions about the English program are mostly positive. In the same way, the type of learning and teaching strategies that students and the teachers say are used in the classroom show a similar pattern. It can be seen that, the teachers follow the book and the students feel that they learn what they are assigned in each level of the program.

4.5. Classes Observation

In this section, the aim is to make a description of what actually happens in the classes as a way to match students and teachers’ perceptions with reality. For that purpose, five teachers from different levels were observed. It is important to emphasize that the position of the observer was not to evaluate the performance of the teacher, on the contrary it was to record relevant information in the classroom, to try to answer the research questions. In addition, it is relevant to identify what actions the teacher does and what reactions students have.

In order to have a clear idea of how classes are, it is important to explain that the teacher meets his/her students twice a week for a period of one hour thirty minutes as established by the institute. Each class has two hours of 45 minutes.

In order to start with the analysis, it is necessary to know what levels were observed, dates in which the observation took place, the length of each class as well as the number of students who participated in each class. Table 9 summarizes all that information.

CLASS OBSERVATION INFORMATION			
OBSERVATION	DATE	LENGTH (Minutes)	# STUDENTS
BASIC	01/10/2015	43:02	32
INTERMEDIATE 1	09/10/2015	67:08	32
INTERMEDIATE 2	29/10/2015	60:07	14
ADVANCED 1	04/11/2015	46.38	22
ADVANCED 2	02/10/2015	59:24	30

Table 9

It is also necessary to explain that in order to develop this analysis, some interaction patterns will be identified. Since the Saber Pro test evaluates grammar, vocabulary and reading in its English module, we decided to focus on the classes where these skills were the center of the class.

4.5.1 Class Observation 1: Basic Level

In this class, the teacher initiated with a task of a previous grammar activity (this/that/these/those), then, the next activity was focused on the verb to be and the demonstrative, practicing through a conversation in groups. It is important to say, in this classroom there are thirty two students in total. It was possible to observe that there were some teaching and learning strategies that show how the interaction between the teacher and the students was carried out, the actions the teacher had and students’ reactions. Table 10 shows the type of strategy and the numbers of times each strategy was used in the class. (Class observation Basic, see transcript as appendix 7)

Basic		
Teaching and learning strategies	Number of times	
	T	SS
Respond	0	11
Conversation Pronunciation. Route repetition	9	10
Use of L1	5	2
Use of L2	4	0
Instruction	5	0
Eliciting	2	0
Direction maintenance	2	0
Positive feedback	3	0
Grammar emphasis	1	0
Behaviour	5	0
Creating a positive affective domain	2	0
Using games	1	0
TOTAL	38	22

Table 10

In the table 11, it can be seen that the number of turns of the teacher were 38 times and the students have a total of 22 interventions during the class observation. It means that there is a lot of teacher talking time, and the students have a low participation during the class. In other words, the interaction pattern is more teacher - centered and students’ role is passive. The only activity the teacher used was a role play to invite the student to increase the interaction through a game.

In the first activity the teacher initiated the class with the topic this/these/that/those, as a task and the students participated responding the exercises orally. (Turn 1T- 1Ss) (Class observation Basic, see transcript as appendix 7)

1T-	Page 38 only the answers. There four exercises. One two three and four only the answers	Instruction
1Ss	What is THIS on my plate?	Respond
2T-	Ok. Number one and two. Number one is an example.	Instruction

This is basically a not spontaneous type of interaction but very teacher led. This can be the result of being in a basic level where students need a lot of practice and guidance when using the language. Also there is no communicative purpose here but rather a more language awareness type of exercise to understand how language works.

Then, they have to do a conversation using how much to express prices and the teacher used both Spanish (L1) and English (L2) to assure that the information was understood giving emphasis to language form (grammar) than language use. (Turn 10T). (Class observation Basic, see transcript as appendix 7)

10T-	Ok. Perfect. Now, we are going to continue with exercise number four. Hasta ahora la gramática se ha concentrado en lo que es verbo to be. Todas las oraciones tienen verbo to be. Antes del verbo viene el sujeto o el demonstrative y luego viene el verbo y luego viene el adjetivo y luego un sustantivo. Questions? En algunas el sujeto va acompañado del posesivo. Now we are gonna make a review. These are the questions and these are the answers. What are going to do?	<i>Grammar emphasis Use of L1 and L2 explanation</i>
11S3	Tenemos que usar los que son para uno y los que son para varios.	L1 Respond

Also, the teacher used the teaching strategy: Conversation Pronunciation, rote repetition 9 times. It was the most used by him during the class. The teacher focused this type of activity because many students are afraid to they speak in front of others. For instance (turn 12T- 12Ss) (Class observation Basic, see transcript as appendix 7)

12T	How much is this?	Conversation, pronunciation. Rote repetition
12SS	How much is this?	Conversation, pronunciation. Rote repetition
13T	How much is that?	Conversation, pronunciation. Rote repetition
13SS	How much is that?	Conversation, pronunciation. Rote repetition

In this level, the teacher’s objective is that the student improves his/her pronunciation so they feel more confident to participate in class. Also, students had to respond to the teacher’s questions several times. However these questions were addressed to have short specific answers that did not promote communication or effective language used.

4.5.2. Class Observation 2: Intermediate 1

The principal objective of this class was to encourage the students to manage the grammar structure properly, pronunciation of the verbs in past and understand the structure

through a text, at the same time, the teacher tried to contextualized the text to have a better idea of the reading. In the classroom there were thirty two students as in the basic level.

In this class observation, there are more teaching and learning strategies as the previous class observation. It is noticeable that the teacher used metalanguage to talk about grammar when explaining a topic in the class as it is showed in the table. (Class observation 2, see transcript as appendix 8)

Intermediate 1		
Teaching and learning strategies	Number of times	
	T	Ss
Grammar emphasis use of metalanguage	29	0
Positive feedback	34	1
Respond	0	53
Feedback	2	0
Grammar pronunciation rote repetition	16	17
Initiation	1	0
Eliciting	59	1
Use of L1	7	21
Use of L2	4	15
Courtesy	2	1
Repetition	10	1
Giving explanation	3	0
Nonverbal language	6	1
Reducing degrees of freedom in the task in order to make it manageable	1	0
Oral language: rephrasing	1	0
Clarify	3	0
Direction maintenance	7	0
Giving instructions	4	0
Compensation strategies (B. Overcoming limitations in speaking and writing. 2 getting help		1
Memory strategy	0	1
Correct	1	0
Grammar pronunciation rote repetition	16	17
Contextualizing (Use background knowledge SDAIE strategies)	5	0
Cognitive strategies	0	5
Vocabulary explanation	2	0
Vocabulary pronunciation rote repetition	1	2
TOTAL	215	137

Table 11

It is important to mention that, according to table 12, the teacher in the intermediate 1 had a high participation of 215 times in comparison with the students (137), the teacher was once more the center of the class and the students only receive the information with a low participation. For instance, the teacher explained grammar in 29 times. The focus was the simple past structure using the irregular and regular verbs giving examples. For example, in Turn 10T- 11Ss. (Class observation Intermediate 1, see transcript as appendix 8)

10T	OK help. Now I see XXXXX that there are 2 kinds of verbs, regular and irregular, what is this one?	Positive feedback -grammar emphasis – eliciting
10SS	Regular	Response. Use of L2

In addition, another teaching strategy used constantly is the pronunciation, rote repetition with 16 times for teachers and 17 for students. For example in Turn 105T- 106Ss. (Class observation Intermediate 1, see transcript as appendix 8)

105T	Yeah? For one, lived	Grammar. Pronunciation. Rote repetition
106SS	Lived	Grammar. Pronunciation. Rote repetition
106T	Parked	Grammar. Pronunciation. Rote repetition
107SS	Parked	Grammar. Pronunciation. Rote repetition

In this class positive feedback, was present almost all of the class, as it was important for the teacher to encourage students to continue participating in the class. See example Turn 133T- 134Ss. (Class observation Intermediate 1, see transcript as appendix 8)

133T	OK! No problem, go, you listen.	Positive feedback
134SS	Curt Degerman from Sweden wasn't an average man	Cognitive strategies (Practicing- 1. Repeating Oxford

4.5.3. Class Observation 3: Intermediate 2

Another group observed belonged to the intermediate 2 level. In this class observation, the teacher reviewed the vocabulary about food through a video doing questions about it, and the grammar countable and uncountable noun with an activity of the book on page 45 where the students have to identify the different food in some containers, and at the same time said if the food is healthy or unhealthy. In the classroom there were 14 students. This class showed similar results in the number of turn taking as in the previous ones as shown in the table 12:

Intermediate 2		
Teaching and learning strategies	Number of times	
	T	Ss
Eliciting	34	0
Vocabulary emphasis	2	1
Respond	0	42
Positive feedback	22	0
Nonverbal language	3	5
Feedback	6	0
Use of L1	0	4
Use of L2	0	6
Affective strategy	0	1
Repetition	11	0
Contextualizing	2	0
Vocabulary pronunciation rote repetition	20	29
Giving explanation about vocabulary	2	0
Courtesy	6	0
Giving instruction	10	0
Direction maintenance	3	0
Clarify	1	0
Invite students to participate	1	0
Grammar pronunciation rote repetition	1	2
Recalling	1	0
Keeping directions in terms of goals	1	0
Grammar emphasis	1	0
Vocabulary emphasis	1	0
Initiation	1	0
TOTAL	129	95

Table 12

The teacher began the class by talking about countable and uncountable nouns and, had students differentiate them. As it is shown in table 13, the teacher as in the previous class observed used positive feedback very frequently (22 times). (Class observation intermediate 2, see transcript as appendix 9). The general table shows that eliciting was constantly used in the class from the teacher, as she wanted to have a more interactive kind of atmosphere among her and the students. It is important to notice that the number of teacher turns is less than in the previous classes observed.

As it is shown below, the teacher, as in the previous classes, used vocabulary rote repetition to help students have a better pronunciation and not be afraid at the moment of speaking. See turn 30T- 30Ss. (Class observation intermediate 2, see transcript as appendix 9)

30T-	Box	Vocabulary. Pronunciation. Rote repetition
30SS-	Box	Vocabulary. Pronunciation. Rote repetition
31T-	Can	Vocabulary. Pronunciation. Rote repetition
31SS-	Can	Vocabulary. Pronunciation. Rote repetition

In this class, students participated more actively by responding to teachers questions.

The interaction was again teacher-whole class and there were no student-student activities.

Once more the teacher had the control of the class and was the center of it. Students responded 42 times. For example inTurn 55T- 56Ss-57T-57Ss. (Class observation Intermediate 2, see transcript as appendix 9)

55T-	(Teacher monitors students) Ok ready? Time is up. Ok Heider please, what is the number 3?	Giving instructions- Direction maintenance (instructional scaffolding (<i>Wood- Bruner</i>))
56S	Box	Respond
56T-	Box?	Clarify
57S	Juice...	Respond
57T-	Box juice, ok. Number 4 cass, please raise your hand.	Feedback – positive feedback – invite students to participate

4.5.4. Class Observation 4: Advanced 1

In this class observation, the teacher introduced the topic used to using some examples related to their own experiences. Then, the teacher played a song where the students have to identify what expression the singer used the most in the song, when they discovered the expression, the teacher gave more examples and started to explain the grammar of the topic.

In the classroom there were 22 students, and the teacher is an experienced person with a master degree in education, showing a well organization of the class during the observation.

Advanced 1		
Teaching and learning strategies	Number of times	
	T	Ss
Positive feedback	12	0
Courtesy	2	0
Respond	0	56
Repetition	6	1
Grammar emphasis use of metalanguage	4	1
Giving examples	7	0
Eliciting	30	0
Nonverbal language	5	1
Feedback	5	0
Use of L1	1	9
Use of L2	0	8
Interaction	1	0
Ask for repetition	2	0
Recalling	3	0
Correct	1	0
Giving instructions	5	0
Keeping directions in terms of goals	2	0
Reducing degrees of freedom in the task on order to make manageable	2	0
Invite students to participate	3	0
Manage timing	1	0
TOTAL	92	76

Table 13

In this class observation, the number of teacher and students turns is more balanced. Also the teacher used eliciting as a way to have students participate more in class (30 times).

In the following example, we are going to outline how the teacher uses the intonation and the pauses when she was introducing the topic to the students. For example, Turn 3T. (Class observation Advanced 1, see transcript as appendix 10)

3T	Well, in the last class, we are talking about.... We are talking about...Ehh exchanging ideas of mood.... and the subject we have today....We are going to start practicing how to express in English.. And so...for today I decided to work with the lesson be used to.....Ok...	Repetition- Grammar emphasis- Giving examples
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In addition, we consider that the pauses in this particular moment were included as a way to control the information that she gave to the students, in order to assure that they understood the idea. See Turn 3T. (Class observation Advanced 1, see transcript as appendix 10)

3T	Ok...when we are talking about past.... , we express our ideas like last year I went to Santa Martha, last year I travelled to Peru, so we use ideas like that, also we can express past tense when we say... I have been to Venezuela twice, I have worked for many years in this company, I am talking about past, well there are many ways to express past.....Ok we are solving I was working ... this is also past...but today we are going to study, the past in a different way, use another structure, that maybe you don't know, Ok so you are going now to listen.	Repetition- Grammar emphasis- Giving examples
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In this part, the teacher is using different strategies, the first that we can see is that she is contextualizing the students by using background knowledge related to a place (Turn 3T). (Class observation advanced 1, see transcript as appendix 10)

3T	Ok so you are going to listen to some music, you are going to pay attention how this person express the past... and according to this I am going to give you some examples, Ok so what I want you do is try to guess, how that person expressing the past.. Ok... so now you are going to listen a song.....so pay attention to the way that person express the past.	Repetition- Grammar emphasis- Giving examples
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The teacher provides a song related to the new topic in order to catch the students’ attention. At the same time, she presented the topic in an inductive way. And, she announces that she is going to give some examples.

4.5.5. Class Observation 5: Advanced 2

In this class observation, the teacher use grammar emphasis about the past with the regular and irregular verbs as the main teaching strategy to introduce the topics and combines L1 and L2 for this purpose. The main topic is passive voice where the teacher gave some examples and explained at the same time the structure from the book. In this class there were 22 students. (Class observation Advanced 2, see transcript as appendix 11).

If this is the highest level, there should be a need to use L1 as a strategy and it is expected that they focus more on communication and language use than on grammar. Once more the teacher and students’ turns are more balanced now. However again the interaction pattern is teacher-whole class and there are no student-student activities.

Advanced 2		
Teaching and learning strategies	Number of times	
	T	Ss
Grammar emphasis Use of metalanguage	13	0
Use of L1	4	0
Use of L2	2	0
Language analysis	5	0
Response	0	16
Eliciting	4	0
Initiation	4	0
Checking listening comprehension	1	0
Feedback	5	0
Checking comprehension of grammar	1	0
Giving instructions	1	0
Vocabulary. Pronunciation. Rote repetition	19	18
Interaction	1	0
TOTAL	59	34

Table 14

As a result, we can observe that the students responded 16 times. It is evident that the teacher needed combine L1 an L2 to get the purpose, and also he gave feedback 5 times to give clear ideas about the topic in general. Also, the teacher expressed affective scaffolding

while using body language and a polite intonation in order to involve the students in the pronunciation exercise. (Class observation Advanced 2, see transcript as appendix 11)

26T	But these time, we're going to it with passion Because some students, look at this, some students are like.... judge jury Police Officer Thief Victim Witness, witness	Vocabulary. Pronunciation. Rote repetition.
27T	This time we're going to do it with passion.. JUDGE	Vocabulary. Pronunciation. Rote repetition.
30SS	JUDGE	Vocabulary. Pronunciation. Rote repetition.

In general we can see that teachers in all levels tend to use the same type of strategies. They focus on grammar, pronunciation, analyzing language. Also that teachers use the teacher-whole class type of interaction pattern and not having students use the language for real communicative purposes. They are very book bounded and tend to use L1 to assure students understand their points. Classes are very teacher centered and there are no opportunities for students to interact with their peers. If the program is based on a communicative approach, we can conclude that the basic principles of this approach are not used. The observations also don't give evidence about how the program prepares students for the SABER Pro test.

Chapter 5 Discussion

Once the analysis is completed, a reflection based on the results obtained from the data collected is the step to be followed. Since this research project is aimed to answer the question: what is the relationship between the English program and the industrial engineering students' performance in the national standardized test? It is relevant to mention that the main areas of analysis are:

1. The program
2. Students' results in Saber Pro Test

Bearing in mind these areas and the information gathered from the instruments applied, several findings can be presented. The next chart will show a triangulation of the main results obtained from the data collection process. This will be discussed.

Table 15

Tools Categories	Analysis of the program	Saber Pro results	Levels' Coordinators interview	Survey Applied to the Students	Classes Observation
The program	<ul style="list-style-type: none"> 384 hours in six semesters Aimed to have the students classify in B1 Coursebook syllabi Communicative teaching approach Aligned with the CEFR 		<ul style="list-style-type: none"> Time is not enough to have the students reach the aimed level Based in the textbook Communicative teaching approach / Combination of approaches Based on CEFR/ both CEFR and MEN /Programa Nacional de Bilinguismo Aimed to have the students achieve in B1 Each teacher can use different teaching strategies if they help to reach the goal Assessment is not standardized. 	<ul style="list-style-type: none"> Students consider number of hours is enough Appropriate contents Complexity of readings increases through the levels. Learn reading strategies such as identify principal ideas, ask and answer questions, skimming and scanning and look for specific information Learn vocabulary using strategies such as: learn vocabulary prior to a reading, match words with pictures, find and use the same words in different context. 	<ul style="list-style-type: none"> Book is the main resource, Book's CD, a video, game for presenting a conversation, song to identify grammar structures. Teacher centered approach Grammar oriented approach Use of different strategies to teach Lack of time to develop the activities, practice and give appropriate feedback Recurrence to L1. No evidence of communicative approach. Focus on language usage than use.
Students' results in Saber Pro Test	<ul style="list-style-type: none"> Students must reach B1 level 	<ul style="list-style-type: none"> Results evidence low levels achieved after the program. Basically –A, A1 or A2. 		<ul style="list-style-type: none"> Students believe the program prepares them for the exam 	<ul style="list-style-type: none"> No specific strategies taught to help the students improve their results in the Saber Pro test

5.1 The program

According to the triangulation, we can say that the program ideally would help students achieve the expected B1 level and that this should be reflected in the SABER PRO test. This can be said because the program has 384 hours to be developed in six semesters that according to the NTC 5580 and the Introductory Guide to the CEFR (Cambridge University Press, 2003) would be enough to reach this level.

This finding should lead administrative and academic staff of the program to question why the level is not then achieved in the standardized exams. One possible answer to this question is also found in the data. The distribution of hours per level may affect this expected outcome as official documents from the National Ministry of Education indicate that the higher the level, the higher the number of hours needed to move upwards in the language learning process. This may imply that according to the program, students can achieve A1 as they have 128 hours to attain this level as well for the A2 which requires 110 and they have 128 but for the B1, 175 hours are required and they only have 128. This is also supported by the results of the SABER PRO test. These show a higher placement of students in the –A or A1 levels and less in the A2 or B1 level.

Another possible cause of this may be related to the level with which students access the course. In the SABER 11 analysis, it was evident that students' language entry level is quite low. According to Abedi (2002), "the language background of students may add another dimension to the assessment outcome..." (p. 231). That would imply that students entering the program with a –A level would require an extra course to move to an A1.

There is another result that can support the idea that the program under study helps students attain the B1 level and it is that according to the document analysis and the interviews to the

Level Coordinators, the program is based on the book and its contents follow the progression of descriptors of the CEFR (Council of Europe, 2001) and aim at providing students with some strategies to support reading development as well as grammar and vocabulary learning.

However, and once more, the results from the test do not evidence the use of these strategies in the skills addressed by the test.

One of the premises of the book and the Level Coordinators is that the program follows a communicative teaching approach. As Richards and Rodgers (1986) explained, that means having a clear idea of “language as communication” (p. 66). Also, Larsen - Freeman (2000) said that CLT gives more importance to language use than to grammar. This means that language usage is not the center of the process but rather language has to be seen as a way to express real communicative needs. Besides, in communicative language teaching both the teacher and the students must have specific roles during the teaching and learning process. Candlin (1980) cited by Richards and Rodgers (1986) explain that the learner must be responsible of the process and be active; while the teacher must be a mediator and a facilitator of the communication process who contributes to the appropriate development of the learners’ abilities.

However, the class observations reveal that this does not take place in the classes and the features of a communicative language class are not present. First, teacher talking time and interaction patterns indicate a very teacher led and centered class in which students do not have opportunities to use the language to express ideas or real needs. This is confirmed by the high number of turns teachers take during the classes and although they decrease in higher levels, the quality of the teacher interaction refers always to the same type of strategy. Students only respond to what the teacher asks in a very teacher-whole class type of pattern. There are no

chances to interact with peers and the focus of the class is grammar oriented. The participation of the students is limited to repeating what the teacher says.

Another finding is related to the teaching of reading strategies as well as vocabulary and grammar learning techniques that may help students not only when presenting the test but also to face different activities in their language learning process. According to Scarcella & Oxford (1992) cited by Oxford (2003) learning strategies are defined as “specific actions, behaviors, steps, or techniques -- such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task -- used by students to enhance their own learning”. (p. 2). These are not existent and none of the classes observed showed a reading activity and the use of strategies. And although grammar and vocabulary were mostly favored, the activities were merely addressed to rote repetition and explicit grammar analysis. These types of exercises are not present in the standardized tests. And as Krashen & Terrell (1983) cited by Genzük (2011) expose:

We acquire language not when we memorize vocabulary lists or do grammar exercises, but when we understand what people say to us or what we read. Moreover, an emphasis on grammar, spelling, and accurate pronunciation is secondary to the primary purpose of language instruction, to teach students to understand, communicate and to function successfully in society. (p. 7)

In relation to course content, students and levels’ coordinators said that they are appropriate and related to the CEFR. That was also seen in the analysis of the textbook as Woodward, (2001) says sometimes a good course book could be the perfect fit and match the students needs covering all the things the learners find important and have well organized contents. Therefore, it can be seen that a good coursebook must have a sense of clarity, direction and progress to a student. As. Richards (2012) explains, “Textbooks are key components in most language

programs. In some situations they serve as the basis for much of the language input the learners receive and the language practice developed” (p.1)

Related to the activities and their complexity as the textbook does show that they begin from the easier to the more difficult one gradually level by level. In that sense, Richards (2012) asserts that textbooks are not only the basis of the lessons but must also have a good balance of the skills to be taught. Nevertheless, when contrasted with teachers’ actions, it could be observed that teachers tend to focus only on grammar and even recur to Spanish to facilitate comprehension even in higher levels.

5.2. The Students’ results in the Saber Pro Test

As it was mentioned in previous pages, the Saber Pro Test is important as it examines the quality of higher education. The level required by the program is B1 according to the CEFR.

Based in the description given by the Martyniuk (2010), the students at this stage are independent users and must be able to maintain interaction and express what they want to communicate, even though they still have some problems with the grammatical structures. In spite of the results gathered from the data basis of the university, these reflect that a high percentage of the students started in a –A1 and A1. However, at the end of the course they slightly moved from a – A to A1, which is the level where the majority of students stay after the six levels of the program. There is also an increase to the A2 and B1 but not very significant. We can say that students advance in their learning process but not in the proportion expected. It is important to highlight that students feel the program helps to improve their English level but they cannot express what the improvement is. Let alone they can say if the program prepares them for

the test because at the moment the study was conducted, these students had not presented the exam yet and are not familiar with the structure of it.

Even though, it is worth to clarify that although the results represent some progression, the levels reached by the students do not match the requirements by the Government that clearly states that for those students who finish their majors, the English level reached must be B2.

In sum it can be said that the program has the characteristics (number of hours, relation to the CEFR, appropriate progression of descriptors, pertinent approach) to help students advance in their language learning process and perform accordingly in the SABER PRO test. However, there are other aspects that affect the attainment of the expected level. These factors are related to students English background when entering the program, teacher actions in class, program coordinators knowledge about the CEFR, the kind of methods used in class that do not allow students to use the language for a real communicative purpose and the inclusion of some exam preparation strategies to help students be ready to face that challenge.

Chapter 6 Conclusions

Establishing a relationship between a language program and the performance of students in standardized tests is not a common topic in research. However, more and more frequently, standardized tests are becoming the tool to measure program accountability and even evaluate the quality of education. In Colombia, this is a reality and universities need to start analyzing what is stated in the program, what happens in the class and how this is reported in the exams as a way to improve education quality.

So for the purpose of this research we can clearly see that there is real and important relationship between the English program and the industrial engineering students' performance in the national standardized test as in spite of the documents, what happens in class shapes students' learning and affect students results. Documents indicate that the program has the characteristics needed to achieve the expected outcome but there is a clear mismatch with what happens in the classroom. Therefore, there is a need for institutions to set up plans to establish a clear correlation of program documents and premises with teachers' and students actions and make sure that recognizing learners' differences, there should be a clear path to be followed and that both teachers and students need to work together to attain the goals established in the program.

Besides, factors such as program structure, time intensity and teacher development need attention as these are key aspects in the learning process. Programs with not enough levels and hours, as well as not clear aims may fail in helping students progress in their learning process. Therefore a constant process of analysis of data (e.g. entry and exit standardized test) maybe needed so as to identify areas of improvement and set plans of action. Also teachers need to work together to discuss and define a methodological blueprint for the program and agree on strategies

that enhance student learning. Collaboration should be focused on observing peers to identify successful and not so successful strategies. Creating communities of practice in which teacher learning takes place would be a recommendation resulting from this study. In these communities, teacher should reflect on their actions and make decisions on how to cater for the students' needs in more effective ways.

As regards students, they should be clearly informed about the program, its goals, the method in use and assessment procedures so they take responsibility of their own learning process. Their perceptions are based on misinformation or lack of knowledge and this may affect the way they perceive their own learning.

In conclusion, there is not enough research related to the effect of English language programs in the Saber Pro results. This was one of the limitations of the study. If there were more research, effective and useful feedback would be provided to students, teachers, programs, institutions, the ICFES and the Ministry of Education and really have a real and clear impact on the quality of education.

Still, among the issues suggested for further research could be:

- ✓ The Prueba Saber Pro structure, as it only evaluates grammar, vocabulary and reading.
- ✓ The use of the data collected from national standardized tests. What does it tell teachers, students, institutions and the Ministry?
- ✓ The pertinence of some national language policies in the country. Do these take into account the reality of the classroom? Do these top down decisions benefit education? Are they appropriate for the context?

Carrying out this study helped us the researchers to develop an awareness of the impact the decisions we made in our classes have on students' learning and their competences in the

language. It made us more critical and reflective and look for ways to be more proactive in our institutions. Last, it has planted on us the need to continue growing as professionals and researchers.

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APPENDIX 1: SABANA DE RESULTADOS GENERAL, SEXO Y SOCIOECONOMICAL STRATUS	
INSTITUCION	UNIVERSIDAD SIMON BOLIVAR
MUNICIPIO	BARRANQUILLA
GRUPO DE REFERENCIA	PROGRAMA DE INGENIERIA INDUSTRIAL
PROGRAMA ACADEMICO	INGENIERIA INDUSTRIAL

Nº	CONVOCATORIA	ESTUDIANTE	PUNTAJE DE ENTRADA		PUNTAJE DE SALIDA		SEXO	STRATUS
			SABER 11	EQUIVALENTE CEFR	SABER PRO	EQUIVALENTE CEFR		
1	2011-1	CHARRIS PEÑA MIGUEL ANGUEL	44	A1	11,6	B1	1	2
2	2011-1	VAZQUEZ POMARE KARINA PATRICIA	41,36	A-	9,5	A1	2	1
3	2011-1	CASTRILLON SALINAS CINDY SOFIA	43,4	A1	10,1	A2	2	2
4	2011-1	SAAVEDRA SOTO JUAN FELIPE	45	A1	11	B1	1	3
5	2011-1	EBRATT CASIANO CINDY PAOLA	47,14	A1	10	A1	2	2
6	2011-1	PARRAS HERNANDEZ KIMBERLIN SARAY	4,3,4	B+	10,5	A2	2	4
7	2011-1	FLOREZ DAZA JULIET STEFANY	45,24	A1	10,4	A2	2	2
8	2011-1	MORALES SIERRA AMILKAR ANTONIO	35,02	A-	9,7	A1	1	2
9	2011-1	CARVAJAL AYALA LUIS ALBERTO	45	A1	10,6	B1	1	2
10	2011-1	VASQUEZ MUÑOZ LILIBETH	46	A1	9,8	A1	2	1
11	2011-1	CONEO VEGA JAIME ENRIQUE	43,97	A1	9,6	A1	1	1
12	2011-1	DE LA CRUZ NAVARRO CARMEN CECILIA	47	A1	9,8	A1	2	2
13	2011-1	PLATA VIDAL PIERINA PIEDAD	41	A-	11,8	B1	2	3
14	2011-1	OSPINO CERVANTES JOHANN ENRIQUE	36,79	A-	9,6	A1	1	2
15	2011-1	SAAVEDRA SOTO LAURA FERNANDA	46	A1	10,6	B1	2	1
16	2011-1	MORALES SIERRA ADRIAN ENRIQUE	42	A-	9,7	A1	1	1
17	2011-1	HERNANDEZ REALES JASSIR DE JESUS	35,02	A-	11,1	B1	1	2
18	2011-1	RODRIGUEZ ORTEGA LILA MARCELA	43,4	A1	9,6	A1	2	1
19	2011-1	HERNANDEZ JIMENEZ ALEX MIGUEL	43,4	A1	9,2	A-	1	2
20	2011-1	MARCHENA FABREGAS CARLOS ALBERTO	40	A-	12,2	B+	1	3
21	2011-1	LIÑAN MENDOZA CARLOS ENRIQUE	43	A1	11	B1	1	1
22	2011-1	BAUTISTA BENITEZ LUIS ENRIQUE	44	A1	10,5	A2	1	2
23	2011-1	AHUMADA ROSALES DARWIN JOSE	43,4	A1	9,7	A1	1	2

24	2011-1	ESPITIA BRAVO EDUARDO	37,35	A-	9,1	A-	1	2
25	2011-2	ALBOR GONZALEZ HUGO	37	A-	9,8	A1	1	4
26	2011-2	ALCANTARA GUTIERREZ BREILI JAVID	46,27	A1	9,8	A1	1	2
27	2011-2	ARAGON NIGRINI WALTER DAVID	41,36	A-	9,2	A-	1	3
28	2011-2	ARANGO BURITICA MARCO ANTONIO	42	A-	11,3	B1	1	2
29	2011-2	ARDILA FERNANDEZ MAYRA	55,64	A2	10,3	A2	2	1
30	2011-2	ARTETA TEJERA LIA	47,66	A1	9,2	A-	2	5
31	2011-2	ARTUNDUAGA CORREA JORGE DEL JESUS	43	A1	9,2	A-	1	2
32	2011-2	AVENDAÑO FERNANDEZ SILVANA PATRICIA	38	A-	9,2	A-	2	3
33	2011-2	BANDERAS GOMEZ OSCAR JAVIER	35	A-	9,6	A1	1	2
34	2011-2	BARRAZA RAMOS ADRIANA MARGARITA	43,4	A1	9,8	A1	2	1
35	2011-2	BARRIOS GARCIA JUAN CARLOS	40	A-	11,9	B1	1	1
36	2011-2	BARRIOS TAPIA JAIME ALBERTO	36	A-	9,7	A1	1	2
37	2011-2	BETANCUR GIRALDO VALENTINA	62,69	B1	10	A1	2	1
38	2011-2	BLANCO VARELA JULIETH ALEJANDRA	39	A-	9,7	A1	2	3
39	2011-2	BLANCO ZAPATA HAROLD JOSE	45,31	A1	10	A1	1	1
40	2011-2	BOLAÑOS PALACIOS GERSON LUIS	35,02	A-	10	A1	1	1
41	2011-2	BUSTAMANTE PINEDO JAVIER ENRIQUE	39	A-	10,3	A2	1	2
42	2011-2	CABELLO MONSALVO JULIO CESAR	0	A-	10,8	B1	1	2
43	2011-2	CARRILLO MARSIGLIA PAOLA ROSSI	47	A1	9,7	A1	2	2
44	2011-2	CARROLL GONZALEZ DIANA MARGARITA	45,71	A1	10,3	A2	2	3
45	2011-2	CASTRO BERRIO KEVIN DE JESUS	38,31	A-	9,8	A1	1	1
46	2011-2	DAVILA MARTINEZ KEISY LAUDITH	36,7	A-	9,4	A-	2	2
47	2011-2	DE ALBA NATERA VANESSA	56,82	A2	10,1	A2	2	2
48	2011-2	DE LA CRUZ JIMENEZ EDWIN ALBERTO	37	A-	9,2	A-	1	1
49	2011-2	DIAZ TAMAYO LEIDY DIANA	36	A-	9,1	A-	2	3
50	2011-2	DOMINGUEZ LOPEZ WILDER SAID	60,2	A2	10,1	A2	1	4
51	2011-2	ESCORCIA JIMENEZ SAMUEL DAVID	47	A1	9,6	A1	1	1
52	2011-2	ESPINOSA MEZA MARIA DEL CARMEN	47,15	A1	9,9	A1	2	2

53	2011-2	FABRA PATERNINA MARCELA	43,4	A1	10,1	A2	2	2
54	2011-2	FLORIAN ROMERO KEISY GINETH	39,58	A-	9,2	A-	2	2
55	2011-2	FONTALVO CASTRO MARIA AUXILIADORA	45,71	A1	9,7	A1	2	1
56	2011-2	GAMBOA PEÑA ARLEX	39	A-	9,6	A1	1	3
57	2011-2	GARCIA ARCON ALLAN ALEXIS	36,7	A-	9,9	A1	1	2
58	2011-2	GONZALEZ JIMENEZ NILSON ANTONIO	39,58	A-	9,2	A-	1	2
59	2011-2	GONZALEZ LEON IVAN DARIO	51,16	A1	11,8	B1	1	2
60	2011-2	HERNANDEZ GOMEZ JOSE CAMILO	39,16	A-	9,8	A1	1	1
61	2011-2	HIGGINS ZAMBRANO SILVESTRE	39,9	A-	9,9	A1	1	1
62	2011-2	JARABA GAZABON JULIO CESAR	36,06	A-	9,4	A-	1	4
63	2011-2	JIMENEZ ESTRADA LICETH YAMILE	47,14	A1	11,6	B1	2	3
64	2011-2	LABORDE LEON NELFY CAROLINA	41,7	A-	9,5	A1	2	1
65	2011-2	LAFaurie CABRERA ELIETH DAVID	60,02	A2	11,6	B1	1	2
66	2011-2	LLACH CASTAÑO LIZ ANGELA	47	A1	11,1	B1	2	2
67	2011-2	LLINAS TORRES PAULA ANDREA	52,08	A2	9,2	A-	2	2
68	2011-2	LORDUY MIRANDA SUSANA MARGARITA	45,71	A1	9,9	A1	2	2
69	2011-2	MARENCO HERNANDEZ LANI	47,66	A1	10,6	B1	2	2
70	2011-2	MARQUEZ MENDOZA LORAINÉ LORENA	45,31	A1	9,9	A1	2	3
71	2011-2	MELENDREZ MARTINEZ MINI MARCELA	43,74	A1	9,8	A1	2	1
72	2011-2	MOLINA GUZMAN ESTEFANIA	40,54	A-	10,3	A2	2	2
73	2011-2	MOLINA GUZMAN LUIS FERNANDO	38,31	A-	9,7	A1	1	5
74	2011-2	MONTERROSA MORALES ROBERT	41,7	A-	10	A1	1	2
75	2011-2	NAVARRO MARTINEZ YURI VIVIANA	47,66	A1	11,4	B1	2	3
76	2011-2	NEIRA VILLALBA MICHAEL YOJAN	45,71	A1	9,7	A1	1	1
77	2011-2	OLIVEROS BACA KEVIN EDUARDO	47,14	A1	10,6	B1	1	2
78	2011-2	OROZCO CAMARGO LIBIA DEL CARMEN	36	A-	10	A1	2	1
79	2011-2	OSORIO GELVEZ JAIVER	51,56	A1	10	A1	1	4
80	2011-2	OYOLA BOLIVAR ERIK LORENZO	0	A-	9,9	A1	1	2
81	2011-2	PADILLA GARCIA JESUS ELIAS	43,4	A1	10,3	A2	1	2

82	2011-2	PLATA JIMENEZ DAYLING KARINA	45,71	A1	12,3	B+	2	3
83	2011-2	POLO OSPINO KELVIN JARED	49,6	A1	10	A1	1	1
84	2011-2	RAMIREZ CAMPO JOHANA PATRICIA	47,66	A1	10,3	A2	2	2
85	2011-2	RAMIREZ SIMANCA JULIO ALFONSO	38,5	A-	9,5	A1	1	3
86	2011-2	RAMIREZ TARA ANGEL EDUARDO	40	A-	11,3	B1	1	1
87	2011-2	RINCON CHARRIS RAMON IGNACIO	39,16	A-	9,2	A-	1	3
88	2011-2	RODRIGUEZ LEON MARYIS	55,93	A2	10,8	B1	2	2
89	2011-2	RUIZ ALVAREZ HENRRY JUNIOR	45,71	A1	9,6	A1	1	2
90	2011-2	RUIZ BARROS ALFONSO MARIO	47,21	A1	10	A1	1	2
91	2011-2	RUIZ GOMEZ JAVIER JOSE	36	A-	9,2	A-	1	2
92	2011-2	SALCEDO AMADOR INGRID DEL CARMEN	38	A-	10,6	B1	2	4
93	2011-2	SALCEDO DE LA CRUZ CARLOS ARTURO	0	A-	13,9	B+	1	3
94	2011-2	SALTARIN CARDENAS JOSELIN MARIA	41,31	A-	9,6	A1	2	1
95	2011-2	SARMIENTO GOMEZ FERNANDO JOSE	29,17	A-	9,6	A1	1	2
96	2011-2	SARMIENTO JIMENEZ LUIS EDUARDO	41,31	A-	9,5	A1	1	2
97	2011-2	SARMIENTO MARTINEZ KATHERINE PAOLA	34	A-	9,4	A-	2	3
98	2011-2	SARMIENTO QUIROZ REYNALDO MANUEL	33	A-	9,2	A-	1	1
99	2011-2	SILVA GUTIERREZ FRANK ENRIQUE	40	A-	11,8	B1	1	2
100	2011-2	SOLANO ARIZA MIGUEL ANGEL	34	A-	9,5	A1	1	3
101	2011-2	SUAREZ ARIZA MARIO ALBERTO	48	A1	9,2	A-	1	2
102	2011-2	SUAREZ MESINO ALEJANDRA MARÍA	45,31	A1	9,1	A-	2	1
103	2011-2	TORRADO CARPIO STIVEN	33	A-	9,2	A-	1	2
104	2011-2	TORRES TAPIA NEHEMIAS BERNARDO	37	A-	9,9	A1	1	3
105	2011-2	VARELA RIVERA TATIANA LUZ	0	A-	11,1	B1	2	4
106	2011-2	VECCHIO CAMARGO MIGUEL EDUARDO	34	A-	10,4	A2	1	1
107	2011-2	VILLA MOLINARES JENNIFER	38	A-	10,4	A2	2	2
108	2011-2	VILLANUEVA CANTILLO JEYMS	50,26	A1	13,3	B+	2	2
109	2012-1	ANDRADE AGUILAR MARIA CLAUDIA	42,66	A1	10,2	A2	2	2
110	2012-1	AREVALO PUERTA CARLOS MARIO	47,66	A1	10	A1	1	3

111	2012-1	ARRIETA FONSECA ANGELICA	41,7	A-	11,1	B1	2	2
112	2012-1	BECERRA UTRIA MIGUEL	18,26	A-	9,5	A1	1	2
113	2012-1	BELTRAN CORREALES JOSE ANTONIO	39,16	A-	9,6	A1	1	2
114	2012-1	BOSSIO PEREZ MARIA CLAUDIA	47,66	A1	9,6	A1	2	2
115	2012-1	CABARCAS ROLONG MARIA TERESA	0	A-	9,7	A1	2	3
116	2012-1	CARO GARCIA YICELA DEL CARMEN	30	A-	9,6	A1	2	2
117	2012-1	CONSUEGRA MENDEZ ELIANA PATRICIA	54,19	A2	9,5	A1	2	5
118	2012-1	DE LA HOZ ROJAS ANTHONY	45,71	A1	10	A1	1	2
119	2012-1	ESCALANTE GRANADOS ULISES ALFREDO	38	A-	9,4	A-	1	4
120	2012-1	GAMBOA CAICEDO LUÍS CARLOS	41,03	A-	9,9	A1	1	3
121	2012-1	GUERRERO GARCÍA DONNY ANDREY	38,4	A-	9,7	A1	1	2
122	2012-1	GUTIERREZ BELEÑO CARLOS	30,38	A-	10	A1	1	2
123	2012-1	JULIO JIMENEZ LORAINÉ	48	A1	11,9	B1	2	1
124	2012-1	LAPORTE SERPA CLAUDIA	49,6	A1	9,7	A1	2	1
125	2012-1	LARA ARZUZA LOREN	62,18	B1	11,3	B1	2	3
126	2012-1	MONROY GONZALEZ ORLANDO JUNIOR	0	A-	10,6	B1	1	2
127	2012-1	OROZCO BERMUDEZ GILMAR	0	A-	9,7	A1	1	1
128	2012-1	OROZCO OROZCO SOCORRO ESTHER	0	A-	10,2	A2	2	1
129	2012-1	ORTIZ CASTRO LAYNIE	45,71	A1	10,4	A2	2	4
130	2012-1	OSORIO OCAMPO MARCELA	38,4	A-	10	A1	2	1
131	2012-1	PEREZ HERNANDEZ LUIS FREDY	37,34	A-	9,2	A-	1	1
132	2012-1	REGALAO NORIEGA CARLOS JOSE	39,16	A-	10,4	A2	1	3
133	2012-1	RODRIGUEZ RODRIGUEZ NELSON	44	A1	10,2	A2	1	1
134	2012-1	SANCHEZ MARTINEZ NINOSKA	41,31	A-	9,2	A-	2	1
135	2012-1	URQUIZA FLOREZ LEIDER	39,58	A-	9,2	A-	1	1
136	2012-1	VALLEJO PALACIO ERIKA LORENA	55,64	A2	10,3	A2	2	3
137	2012-1	VELASCO CONSUEGRA JESSICA	45,31	A1	10,6	B1	2	2
138	2012-1	YANEZ PEREZ SANDRA MILENA	44	A1	10,3	A2	2	2
139	2012-2	ABELLA RIOS MARLON JAIR	59,81	A2	10,8	B1	1	1

140	2012-2	ACOSTA FLOREZ MARYLIN PAOLA	44	A1	10,2	A2	2	1
141	2012-2	ACUÑA DE LA HOZ MARYAN ZAYIRA	40,88	A-	10,3	A2	2	3
142	2012-2	ALEANS MENDEZ MAYRA ALEJANDRA	42	A-	9,2	A-	2	1
143	2012-2	AMOROCHO SARMIENTO INGRID ESTEFANIA	52,09	A2	11	B1	2	1
144	2012-2	BARRAGAN CRESPO MARI CRUZ	56,01	A2	10,4	A2	2	1
145	2012-2	CABARCAS BENAVIDES HAROLD ANTONIO	0	A-	9,2	A-	1	4
146	2012-2	CARRILLO SUAREZ ALEXANDER DE JESÚS	46,47	A1	9,4	A-	1	3
147	2012-2	CASTILLA VALERA ROBERTO JESUS	59,81	A2	10,3	A2	1	2
148	2012-2	CASTILLO OSPINO MAURICIO	61,22	A2	11,7	B1	1	2
149	2012-2	CASTILLO SALAS LORELEY	47	A1	11,9	B1	2	2
150	2012-2	CASTRO FRUTO GUSTAVO ALBERTO	38	A-	9,1	A-	1	2
151	2012-2	CLAVIJO LARIOS ORLANDO EMIRO	41	A-	9,9	A1	1	2
152	2012-2	DOMENECH REALES KATHERINE VARIEL	47,21	A1	9,7	A1	2	2
153	2012-2	ESCUADERO LOZANO GERMAN ALBERTO	53,32	A2	9,7	A1	1	3
154	2012-2	FRITZ LARA OSVALDO DE JESUS	47,66	A1	9,6	A1	1	2
155	2012-2	GOETHE PEÑA HENRY JOSE	4,374	A-	10	A1	1	2
156	2012-2	HERAZO ACUÑA ELKIN	49,65	A1	9,1	A-	1	2
157	2012-2	HERNANDEZ BARRIOS CLAUDIA MARCELA	40,88	A-	9	A-	2	2
158	2012-2	HUETTO CERVANTES GEINER	61,22	A2	11,6	B1	1	4
159	2012-2	MAGDANIEL HERAS MIGUEL	0	A-	9,5	A1	1	1
160	2012-2	MANOTAS VALENCIA VIRGINIA ROCIO	37	A-	9,5	A1	2	3
161	2012-2	MARTES RODRIGUEZ PIERINA DE JESUS	37,34	A-	9,8	A1	2	1
162	2012-2	MERCADO GUETTE VLADIMIR JOEL	38	A-	9,2	A-	1	1
163	2012-2	MOLINA VILLANUEVA HOLLMAN	39	A-	9,5	A1	1	1
164	2012-2	MUÑOZ MUÑOZ SANDRA PAOLA	38,4	A-	9,6	A1	2	1
165	2012-2	NATERA REDONDO KERSTIN WISEY	40,88	A-	9,7	A1	2	1
166	2012-2	NAVARRO LECHUGA SARA ELENA	37	A-	9,7	A1	2	1
167	2012-2	OLASCUAGA ANAYA PABLO	32	A-	9,5	A1	2	3
168	2012-2	ORELLANO VALDES JENNIFER DEL CARMEN	42,66	A1	10,1	A2	2	1

169	2012-2	OSPINO CASTILLO YUSITH PAMELA	39,54	A-	9,6	A1	2	2
170	2012-2	PADILLA ALVAREZ SYNDY PAOLA	48,43	A1	10,1	A2	2	2
171	2012-2	PAREDES HERNANDEZ PIERY	47,14	A1	11,6	B1	2	2
172	2012-2	PEREGRINO CONTRERAS EMIRO	0	A-	9,1	A-	1	3
173	2012-2	PIRAQUIVE ALDANA YERLIS	41	A-	10	A1	2	1
174	2012-2	PIZARRO HOYOS JAVIER ANDRES	45,98	A1	9,6	A1	1	2
175	2012-2	RAMIREZ DEL VALLE ROYNER ANTONIO	58,45	A2	11,6	B1	1	5
176	2012-2	RIVERO PARDO LEYDI CAROLINA	38	A-	9,5	A1	2	2
177	2012-2	ROBLES DE LA CRUZ HAROLD LUIS	36,7	A-	9,2	A-	1	4
178	2012-2	ROSALES ANGULO ARLY DEL CARMEN	43,48	A1	9,7	A1	2	3
179	2012-2	ROSSTA MORALES GINA PATRICIA	39	A-	9,9	A1	2	1
180	2012-2	STORINO CARBONO RAFAEL VICENTE	0	A-	11,7	B1	1	1
181	2012-2	TORREGROSA PRICE VIDAL ANTONIO	45,98	A1	9,7	A1	1	2
182	2012-2	TORRES PEREZ ROBERTO ORLANDO	0	A-	11,2	B1	1	1
183	2012-2	UTRIA AGAMEZ AURA ESTEFANY	42,2	A1	9,4	A-	2	2
184	2012-2	VALENCIA DEL TORO JULY PAOLA	41	A-	9,1	A-	2	4
185	2012-2	VALLEJO MARTINEZ CYNTHIA ISBHEL	39	A-	10,5	A2	2	3
186	2013-1	ANGARITA MANTILLA JEAN	43,74	A1	10,5	A2	1	2
187	2013-1	ANGARITA MANTILLA JORGE	47,66	A1	10,1	A2	1	2
188	2013-1	ARIZA JIMENEZ ARIEL ERNESTO	0	A-	10	A1	1	3
189	2013-1	ARMELLA MENDOZA ANGELLI	45,98	A1	9,6	A1	2	2
190	2013-1	ARRIETA ROMERO ESTEWIN JOSE	47,14	A1	8,9	A-	1	2
191	2013-1	BALDOVINO SAJONA MIGUEL ANTONIO	41,36	A-	9,6	A1	1	2
192	2013-1	BENAVIDES MACHADO CINDY PAOLA	32,24	A-	9,4	A-	2	3
193	2013-1	CABRALES PADILLA LUIS CARLOS	73,73	B1	13,3	B+	1	2
194	2013-1	CAMARGO PEREZ ANDRES ISAAC	0	A-	9,6	A1	1	2
195	2013-1	CARDONA RIAÑO SADY ANDRES	47	A1	10,5	A2	2	1
196	2013-1	CARRILLO TOLOZA BLESSY ALESSANDRA	35,21	A-	9,5	A1	2	4
197	2013-1	CASCAVITA SIERRA FABIAN	45,71	A1	9,4	A-	1	1

198	2013-1	CASTELL MERCADO DIANA PATRICIA	47,21	A1	10,6	B1	2	3
199	2013-1	CASTILLO SANTIAGO JOHANNA MELISSA	38	A-	9,9	A1	2	1
200	2013-1	CASTRO PEINADO ANA INES	55,93	A2	9,7	A1	2	1
201	2013-1	DIAZ GARCIA CARLOS ARTURO	44,74	A1	9,4	A-	1	1
202	2013-1	FLOREZ MEZA CLAUDIA	40,88	A-	10,1	A2	2	3
203	2013-1	FONTALVO MELENDEZ AURA ESTER	38,15	A-	9,5	A1	2	1
204	2013-1	GAMARRA MONTERO ARTURO ANDRES	38	A-	9,5	A1	1	2
205	2013-1	GONZALEZ AVENDAÑO ARMANDO JADDITH	0	A-	9,6	A1	1	2
206	2013-1	GUTIERREZ CANTILLO LAURA	44,74	A1	10,5	A2	2	2
207	2013-1	GUTIERREZ CASTRILLO ELKIN DAVID	39	A-	10,2	A2	1	4
208	2013-1	GUTIERREZ JIMENEZ RAFAEL ANGEL	45,98	A1	10,4	A2	1	2
209	2013-1	IBÁÑEZ SILVA JAVIER ELIECER	33,63	A-	9,4	A-	1	3
210	2013-1	LOPEZ LINARES SHIRLEY SORAYA	40	A-	10,4	A2	2	2
211	2013-1	LOPEZ VEGA NICOL YESID	40,52	A-	9,4	A-	1	2
212	2013-1	MANOSALVA CARDONA ALVARO DE JESUS	37	A-	9,7	A1	1	3
213	2013-1	MARMOL HURTADO LUCIANO	0	A-	10,6	B1	1	1
214	2013-1	MARRIAGA CARRANZA DARDYS EMIR	36	A-	9,9	A1	1	1
215	2013-1	MEJIA GONZALEZ YISSELLA PATRICIA	41,36	A-	9,5	A1	2	1
216	2013-1	MEJIA NAVARRO FRANCYS STIGUAR	43	A1	9,1	A-	1	3
217	2013-1	MENDOZA GAMEZ ALONSO JAVIER	45,98	A1	9,7	A1	1	1
218	2013-1	MEZA CASTILLO ANDERS RAFAEL	36,79	A-	10,1	A2	1	1
219	2013-1	MORALES GUERRA JOSE	38	A-	9,7	A1	1	2
220	2013-1	MORALES SALGADO CINDY	41	A-	9,7	A1	2	2
221	2013-1	MUNIVE FORNARIS JULIETH PAOLA	43,74	A1	9,5	A1	2	1
222	2013-1	OCHOA BERRIO JOHN JAIRO	0	A-	9,9	A1	1	1
223	2013-1	OROZCO VIECO KEYLA	36	A-	9,5	A1	2	2
224	2013-1	ORTEGA SANTIAGO JAIME ADOLFO	47,21	A1	9,2	A-	1	3
225	2013-1	PEDROZO PADILLA ANGEL ENRIQUE	43,48	A1	9,4	A-	1	2
226	2013-1	RENDON ROSALES JAIME ANDRES	44,74	A1	9,5	A1	1	2

227	2013-1	ROMERO BARROS SEBASTIAN DAVID	42,2	A1	9,7	A1	1	2
228	2013-1	ROMERO HERRERA EDUARDO JOSE	59,81	A2	9,5	A1	1	1
229	2013-1	RUIZ ROMERO JULIAN ENRIQUE	35	A-	9,7	A1	1	2
230	2013-1	RUIZ SALINA LUZ MARGARETH	35,21	A-	9,6	A1	2	2
231	2013-1	SILVERA CAÑIZARES JOTA MARIO	43	A1	9,6	A1	1	1
232	2013-1	SÁNCHEZ HINESTROZA LORENA	45,71	A1	9,5	A1	2	1
233	2013-1	TINOCO CABANA JENNIFFER	45,71	A1	10,6	B1	2	3
234	2013-1	TURIZO TURIZO ERIKA PATRICIA	40,88	A-	10	A1	2	1
235	2013-1	VESGA PLATA DARWIN	46	A1	9,1	A-	1	2
236	2013-2	ACUÑA SAENZ JUAN ELIAS	57,13	A2	10,1	A2	1	2
237	2013-2	ALFARO PALACIO SANDRA	36,71	A-	9,4	A-	2	1
238	2013-2	ARAUJO ARIZA EDILBERTO LUIS	49,65	A1	9,6	A1	1	2
239	2013-2	ARIZA SURMAY MILEYNIS	44,74	A1	10,5	A2	2	2
240	2013-2	BADILLO GAMBOA YAZMIN	52,81	A2	11,1	B1	2	2
241	2013-2	BARCELO BUITRAGO DIANA	38	A-	10	A1	2	2
242	2013-2	BELTRAN BRAVO MISHELLE INES	71,53	B1	13,3	B+	2	1
243	2013-2	BENITEZ MADRID JORGE	32	A-	10,2	A2	1	1
244	2013-2	BLANCO MOLINA YESENIA PAOLA	41,7	A-	10,1	A2	2	1
245	2013-2	CAMARGO RAMOS ADRIANA DE LA LUZ	39,54	A-	9,8	A1	2	1
246	2013-2	CANTILLO GUZMAN STEVEN	52,11	A2	11,3	B1	1	1
247	2013-2	CARO TAPIA YOSLENIS	54,57	A2	9,8	A1	2	3
248	2013-2	CARRANZA DE MOYA MILEM PATRICIA	38	A-	11,8	B1	2	1
249	2013-2	CARROLL GONZALEZ NATHALIE	42,2	A1	9,7	A1	2	2
250	2013-2	CASSIANI JULIO ISMARINO ALBERTO	30	A-	10,5	A2	1	2
251	2013-2	CASTRO BERRIO KEVIN DE JESUS	38,31	A-	9,6	A1	1	2
252	2013-2	CASTRO PEINADO EILEEN ISABEL	49	A1	10,3	A2	2	2
253	2013-2	CASTRO ROMERO RONALD YAIR	59	A2	10,5	A2	1	1
254	2013-2	CHICA MENDOZA FARID	30,17	A-	9,5	A1	1	2
255	2013-2	CHIMA RODRIGUEZ RONALD FABIAN	39,58	A-	10,8	B1	1	3

256	2013-2	CORTES ARROYO IVAN MAURICIO	43,48	A1	10,1	A2	1	1
257	2013-2	DONADO TORRES ELIETH DANESSA	64,54	B1	12,3	B+	2	2
258	2013-2	ESCUDERO CABARCAS JUAN MIGUEL	47	A1	10,1	A2	1	2
259	2013-2	ESPAÑA MORENO GERALDINE	35,21	A-	9,5	A1	2	3
260	2013-2	GALVIS CERVERA ZULAY YISETH	43,74	A1	8,8	A-	2	2
261	2013-2	GOMEZ CAICEDO CARLOS DANIEL	35,21	A-	10,3	A2	1	1
262	2013-2	GOMEZ MONTENEGRO JORGE ANDRES	43,4	A1	9,6	A1	1	1
263	2013-2	GONZALEZ MONSALVO REINALDO JUNIOR	33,85	A-	9,8	A1	1	2
264	2013-2	HERAZO ACEVEDO LEANDRO JOSE	41,36	A-	9,8	A1	1	2
265	2013-2	HUERTAS VALVERDE OLGA MILENA	52,09	A2	10,3	A2	2	2
266	2013-2	IGUARAN HERNANDEZ STEPHANIE CECILIA	35	A-	9,7	A1	2	2
267	2013-2	JATTAR SANCHEZ ABDALA JOSE	39,16	A-	10	A1	1	2
268	2013-2	JIMENEZ SALGADO LUIS FERNANDO	47,66	A1	9	A-	1	3
269	2013-2	LOWIS RIVERO FELIX EDUARDO	30	A-	11	B1	1	2
270	2013-2	LUNA PARRA EBEB MELEC	38	A-	9	A-	2	2
271	2013-2	MAESTRE MENDOZA JESSICA ANDREA	47,21	A1	9,8	A1	2	1
272	2013-2	MAESTRE RICAURTE KEILA	45,71	A1	9,2	A-	2	1
273	2013-2	MANOTAS SINNING JUAN CAMILO	33,63	A-	9,6	A1	1	1
274	2013-2	MARTELO UTRIA LIZETH JOHANA	38	A-	9,5	A1	2	1
275	2013-2	MARTINEZ ALTAMAR EDGAR ALEXANDER	55,84	A2	11,1	B1	1	3
276	2013-2	MARTINEZ ARIZA OSWALDO JOSE	79,55	B1	12,3	B+	1	1
277	2013-2	MARTINEZ VILLA DEYDYS STEFANYA	42,2	A1	9,8	A1	2	1
278	2013-2	MELGAREJO COLLANTE ALLAN URIEL	36	A-	9,6	A1	1	1
279	2013-2	MERCADO ARTETA YESIRETH YAMILE	73,83	B1	10,1	A2	2	1
280	2013-2	MERCADO CUESTAS TIBISAY CECILIA	47,21	A1	9,6	A1	2	2
281	2013-2	MOLINARES CANTILLO ELSY JUDITH	31	A-	8,8	A-	2	3
282	2013-2	MORALES PELAEZ CARMEN MARIA	0	A-	9	A-	2	2
283	2013-2	MUÑIZ MARQUEZ MARCO ANTONIO	31,96	A-	9,8	A1	1	1
284	2013-2	NEGRETE NAVAS JULIO ENRIQUE	31,96	A-	9,2	A-	1	1

285	2013-2	OROZCO DE ALBA JOSE LUIS	43,4	A1	10,4	A2	1	2
286	2013-2	ORTIZ CASTRO DANILO JOSE	45,98	A1	9,5	A1	1	1
287	2013-2	ORTIZ GARCIA KARINA VANESSA	57,13	A2	13,2	B+	2	2
288	2013-2	OSORIO ARMESTO LEONITH IVON	31,96	A-	9,8	A1	2	3
289	2013-2	PADILLA LOPEZ YESICA MERCEDES	45	A1	10,5	A2	2	2
290	2013-2	PARRA PEREA WILBER ALONZO	38,15	A-	9,5	A1	1	2
291	2013-2	PASCUALES VILORIA ROBINSON ALFONSO	43	A1	9,8	A1	1	1
292	2013-2	PATERNINA RAMOS KELLY LUZ	43	A1	9,6	A1	2	1
293	2013-2	PEREZ MOGOLLON JUAN JAIRO	36,7	A-	9,2	A-	1	1
294	2013-2	PEREZ OROZCO LUIS ALBERTO	55	A2	10,1	A2	1	2
295	2013-2	PEREZ RIVERO MARIA ISIDORA	42	A-	9,8	A1	2	3
296	2013-2	PERTUZ SANJUANELO JOSE GREGORIO	28	A-	9	A-	1	2
297	2013-2	POLO ARELLANA YUCELLY PAOLA	65,86	B1	11,6	B1	2	2
298	2013-2	PÉREZ HERNÁNDEZ FRANCISCO EMILIO	45,98	A1	9,5	A1	1	2
299	2013-2	RAMIREZ AMARIS YAIR ALBERTO	37	A-	9,5	A1	1	2
300	2013-2	REALES RODRIGUEZ JOSEPH FABIAN	0	A-	9,4	A-	1	2
301	2013-2	REINA AGUIRRE ANDREA PAOLA	37,51	A-	9,5	A1	2	2
302	2013-2	RENDON PRIOLO MAIKEL JOSE	44,74	A1	9,5	A1	1	3
303	2013-2	RINCON MARTINEZ ANDREA CAROLINA	69,48	B1	12,3	B+	2	1
304	2013-2	ROJAS DIAZ MARCELA	35,21	A-	9,1	A-	2	1
305	2013-2	ROMERO RIVERO GICETH	34,92	A-	8,9	A-	2	1
306	2013-2	SALCEDO ANAYA KAREN JOHANNA	37,51	A-	10	A1	2	2
307	2013-2	SANCHEZ DE LA HOZ ALFREDO	39	A-	10,4	A2	1	2
308	2013-2	SEPULVEDA REYES URIEL ANTONIO	44,74	A1	9,6	A1	1	1
309	2013-2	SUAREZ DURANGO VERONICA EDITH	47	A1	10,6	B1	2	1
310	2013-2	TORRES ARTEAGA MAIDYN DAYANA	42,2	A1	9,2	A-	2	1
311	2013-2	UPARELA HERNANDEZ LUISA FERNANDA	35,21	A-	10	A1	2	3
312	2013-2	VAQUIRO BALLESTAS JAVIER HERNANDO	39,11	A-	10,3	A2	1	1
313	2013-2	VARGAS FONTALVO MIGUEL	38,31	A-	10	A1	1	1

314	2013-2	VASQUEZ ESCORCIA ORLANDO	58,45	A2	10,8	B1	1	2
315	2013-2	VASQUEZ GOMEZ DEIMER	35,21	A-	9,9	A1	1	2
316	2013-2	VEGA HERNANDEZ HERNANDO JOSE	39,58	A-	9,4	A-	1	2
317	2013-2	VEGA VILORIA WILMER ENRIQUE	40,98	A-	9,2	A-	1	2
318	2014-2	ABISAMBRA GALVAN JORGE ABRAHAM	42,76	A1	9,9	A1	1	3
319	2014-2	AGUILAR GUTIERREZ DANIELA ANDREA	39,05	A-	9,5	A1	2	2
320	2014-2	ALARCON THOWINSSON KARINA YOHANNA	45,71	A1	10,3	A2	2	2
321	2014-2	ALVAREZ MORALES KIZZY	45,98	A1	10,2	A2	2	2
322	2014-2	ARCON BERMUDEZ CAROLAINE ISABEL	49,65	A1	10,5	A2	2	1
323	2014-2	ARENAS VARGAS MAXIMILIANO	0	A-	13,3	B+	1	1
324	2014-2	ARRIETA CARDOZO JAIVER JAIR	28	A-	9,2	A-	1	1
325	2014-2	ATENCIA COLINA MAYELIN ANNETH	41,68	A-	11,1	B1	2	2
326	2014-2	ATENCIA RADA ALBERTO LUIS	38,4	A-	9,4	A-	1	2
327	2014-2	BAEZ DIAZ MARIA ALEJANDRA	49,63	A1	10	A1	2	3
328	2014-2	BAHOQUE MORALES JOHANA RAQUEL	35,21	A-	9,7	A1	2	1
329	2014-2	BANQUEZ CAICEDO ANDREA PAOLA	50,86	A1	12,3	B+	2	2
330	2014-2	BARCENAS RIVERA LIZETH DE LOS ANGELES	43	A1	9,6	A1	2	2
331	2014-2	BARROS TRESPALACIOS VALERY VALENE	43,48	A1	9,1	A-	2	2
332	2014-2	BELTRAN VILLALOBOS YANNICK ALEXANDER	43	A1	9,7	A1	1	2
333	2014-2	BENAVIDES CANTILLO GUSTAVO ADOLFO	43,48	A1	9,2	A-	1	2
334	2014-2	BETANCOUR ACOSTA LEINNSS ELIANETH	39,11	A-	10,3	A2	2	2
335	2014-2	BETANCOURT PAEZ NORBERTO JOSE	43,48	A1	9,5	A1	1	1
336	2014-2	CANTILLO MIRANDA LAURA PATRICIA	50,09	A1	10,6	B1	2	3
337	2014-2	CARBONO ALVAREZ CARLOS ANDRES	59,64	A2	13,4	B+	1	1
338	2014-2	CARREAZO CONSUEGRA MAURICIO DE JESUS	35,02	A-	10,5	A2	1	1
339	2014-2	CARREÑO GOMEZ YULY PAOLA	61,22	A2	13,1	B+	2	2
340	2014-2	CASTILLO AMADOR MARIA JOSE	47,79	A1	9,9	A1	2	2
341	2014-2	CHARRIS TORRES YEISON ALBERTO	37,51	A-	9,9	A1	1	2
342	2014-2	CHAVEZ OSPINO HARLES	33,63	A-	9,4	A-	1	2

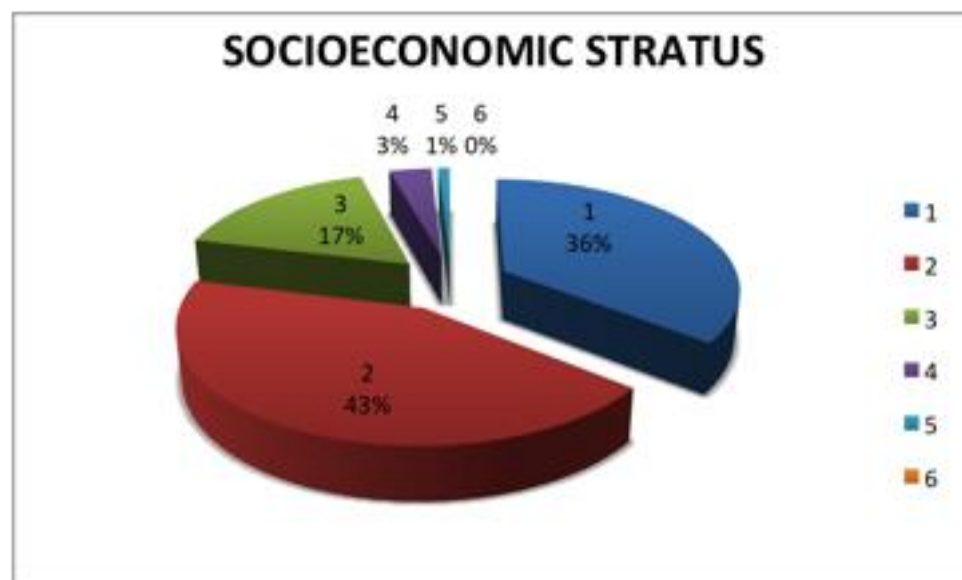
343	2014-2	COGOLLO ALVARADO KENDRY PAOLA	39,58	A-	9,7	A1	2	2
344	2014-2	CONSUEGRA MARTELO YANDRY CLARETH	59,64	A2	10,9	B1	2	2
345	2014-2	CONTRERAS HERNANDEZ YICELIS VIVIANA	50,86	A1	9,4	A-	2	3
346	2014-2	CORONELL CORONELL WILMER MOISES	47,66	A1	10,4	A2	1	2
347	2014-2	CORTES GARIZABALO LISETH YULIANA	53,56	A2	10,3	A2	2	2
348	2014-2	DE LA CRUZ MIRANDA NEVYS PATRICIA	45,94	A1	10,5	A2	2	2
349	2014-2	DE LA HOZ BOLIVAR KARINA PAOLA	59,81	A2	10,6	B1	2	1
350	2014-2	DE LA HOZ FERNANDEZ WILDER JOSE	38,31	A-	9,5	A1	1	2
351	2014-2	DE LA HOZ GUTIERREZ JADER JOSE	44,71	A1	9,4	A-	1	2
352	2014-2	DE LAS SALAS ESCOBAR CINDY DEL CARMEN	43,48	A1	9,6	A1	2	3
353	2014-2	DE LEON LUBO JULIETH PAULINE	30	A-	9,8	A1	2	1
354	2014-2	DIAZ PORRAS KAREN PAOLA	48,4	A1	9,9	A1	2	1
355	2014-2	DOUGLAS ALCALA KIRK MICHAEL	41,31	A-	10,2	A2	1	1
356	2014-2	DURAN TAPIA CINDY JOHANA	47,66	A1	13,4	B+	2	2
357	2014-2	ESQUIVIA GARCIA ALEXANDRA PAOLA	53,32	A2	10,4	A2	2	2
358	2014-2	FONSECA PINEDA CARLOS ANDRES	47,21	A1	11,4	B1	1	2
359	2014-2	FONTALVO BERRIO EDUARDO JAVIER	51,56	A1	10,5	A2	1	1
360	2014-2	GOMEZ CASTRO FELIX GONZALO	38	A-	9,7	A1	1	3
361	2014-2	GONZALEZ BARRAZA JAEI IVANIS	44,71	A1	13,9	B+	2	2
362	2014-2	GRANADOS GARCÍA MAURICIO JOSE	46	A1	10,1	A2	1	2
363	2014-2	GRAY CORTES MARVIN ALEXANDER	41,31	A-	9,6	A1	1	1
364	2014-2	GUTIERREZ TORRES CINDY PAOLA	41,68	A-	9,7	A1	2	2
365	2014-2	HERNANDEZ BARRIOS ASTERIO JOSE	38,31	A-	10,2	A2	1	2
366	2014-2	HERNANDEZ CARDOZO ALEXIS ALBERTO	43,48	A1	9,6	A1	1	2
367	2014-2	HERRERA SARMIENTO ANGEL DE JESUS	43	A1	9,9	A1	1	3
368	2014-2	HOYOS VILLARREAL CARLOS ANDRES	51,56	A1	10,1	A2	1	2
369	2014-2	LANDINEZ CRUZ LEONARDO FAVIO	36	A-	9,7	A1	1	1
370	2014-2	LENES DIAZ RAFAEL	37,56	A-	9,6	A1	1	2
371	2014-2	LOZANO CALY SILFREDO MANUEL	0	A-	9,7	A1	1	2

372	2014-2	LÓPEZ GONZALEZ MAYRA ALEJANDRA	62,81	B1	9,4	A-	2	2
373	2014-2	MAESTRE CONTRERAS JUAN GABRIEL	41,68	A-	10,4	A2	1	2
374	2014-2	MAESTRE VEGA SANDRA LORENA	33,95	A-	9,7	A1	2	2
375	2014-2	MALDONADO SALCEDO GISELL ESTHER	41,7	A-	10	A1	2	3
376	2014-2	MANRIQUE MEJIA MILKA CAROLINA	48,4	A1	10	A1	2	2
377	2014-2	MARTINEZ FIGUEROA PEDRO JOSE	47,17	A1	10,2	A2	1	2
378	2014-2	MAZO NUÑEZ KATTY GLAUDETH	48,4	A1	10,4	A2	2	1
379	2014-2	MEJIA SALAS FRANCISCO JAVIER	27,46	A-	7,2	A-	1	1
380	2014-2	MENDEZ BERMUDEZ KATHERINE	53,56	A2	10,2	A2	2	1
381	2014-2	MIER NADAL LEYNER DE JESUS	43,48	A1	10,2	A2	1	2
382	2014-2	MOLINA GUZMAN LUIS FERNANDO	38,31	A-	9,7	A1	1	3
383	2014-2	MOLINA RIVERA EDUARDO JOSE	36,7	A-	9,6	A1	1	2
384	2014-2	MOLINO BROCHERO JONATHAN JOSUE	43	A1	9,6	A1	1	1
385	2014-2	MONCADA ESCOBAR SINDY PAOLA	39	A-	10	A1	2	2
386	2014-2	MONTERO ESCORCIA MITZY DEL CARMEN	34	A-	9,5	A1	2	1
387	2014-2	MORA DIX CINDY	53,56	A2	10,1	A2	2	1
388	2014-2	MORALES COMAS HEIDER YECID	39,16	A-	9,2	A-	1	3
389	2014-2	MORENO RODRIGUEZ MAILYN JOHANA	49,63	A1	10,3	A2	2	2
390	2014-2	MOTERROSA CHAMORRO JULIO	42,2	A1	9	A-	1	2
391	2014-2	MURILLO LEONES FABIAN ANDRES	48,43	A1	9,6	A1	1	1
392	2014-2	NAIZZIR AGUAS YAMILA	45,98	A1	9,7	A1	2	2
393	2014-2	NAVARRO ESTRADA MARILYS	43,74	A1	10,3	A2	2	3
394	2014-2	NIETO MONTERO KENNY ALEXANDER	49,63	A1	10,4	A2	1	2
395	2014-2	OLIVEROS MORALES MARIA FERNANDA	48,4	A1	9,8	A1	2	2
396	2014-2	OROZCO NISPERUZA GLADYS MARGARITA	30	A-	9,4	A-	2	3
397	2014-2	OROZCO ROJAS ANGELICA MARIA	44,71	A1	10,4	A2	2	2
398	2014-2	ORTEGA BORRERO DERWELL LINS	0	A-	9,1	A-	1	1
399	2014-2	ORTEGA VILLAFANE ANGELICA PATRICIA	45,94	A1	9,9	A1	2	1
400	2014-2	OSORIO MARIN OSCAR EMILIO	41,68	A-	9,1	A-	1	3

401	2014-2	OSPINO MARQUEZ CARLOS ARTURO	77,14	B1	12,3	B+	1	1
402	2014-2	PACHECO GARCÍA IVAN JOSÉ	41,68	A-	10,5	A2	1	1
403	2014-2	PAEZ ARANGO CESAR AUGUSTO	44	A1	9,4	A-	1	1
404	2014-2	PALACIO BUELVAS MELINA	36	A-	10,2	A2	2	2
405	2014-2	PALLARES ARMENTA EDIER RICARDO	35,21	A-	9	A-	1	3
406	2014-2	PASCUALES MARTINEZ ADRIANA LUCIA	50,86	A1	9,4	A-	2	2
407	2014-2	PATIÑO ACOSTA KATERIN	42,76	A1	9,5	A1	2	1
408	2014-2	PEREZ PEREZ ANYELA PATRICIA	54,19	A2	10,3	A2	2	3
409	2014-2	PIÑERES ARIZA KAREN ISABEL	41	A-	9,2	A-	2	2
410	2014-2	PORRAS RIVAS EDINSON DE JESUS	47,21	A1	9,5	A1	1	2
411	2014-2	PRIETO MARIN GERSON STEVEN	40,89	A-	9,5	A1	1	1
412	2014-2	REYES AGUILAR PAOLA ANDREA	49,63	A1	9,6	A1	2	1
413	2014-2	RINCON BERLIN SOFIA	37,51	A-	9,7	A1	2	3
414	2014-2	RIVERA MANOTAS LUIS CARLOS	47,66	A1	10,2	A2	1	1
415	2014-2	ROBAYO VELANDIA LEWIS	44	A1	10	A1	1	1
416	2014-2	RODRIGUEZ GAVIRIA RONALD ENRIQUE	39,11	A-	10,5	A2	1	1
417	2014-2	ROJAS BARRIOS MARLEIBIS	47	A1	9,7	A1	2	1
418	2014-2	ROLONG ORTEGA LUIS GUILLERMO	39,16	A-	9,6	A1	1	1
419	2014-2	ROMERO HERRERA HUMBERTO DANILO	33,63	A-	9,4	A-	1	1
420	2014-2	ROSAS BARON FERNANDO ANDREY	30	A-	11,4	B1	1	3
421	2014-2	ROYERO GARCÍA ABEL JULIO	30	A-	9,4	A-	1	3
422	2014-2	RUIZ BARROS ALFONSO MARIO	47,21	A1	9,7	A1	1	1
423	2014-2	SALAS CASSIANI RAUL	40	A-	10,1	A2	1	1
424	2014-2	SALINAS NARVAEZ CLAUDIA MARCELA	54,57	A2	11,4	B1	2	1
425	2014-2	SANCHEZ BENAVIDES JOHANN MANUEL	49	A1	10,6	B1	1	1
426	2014-2	SANCHEZ VERGEL DEIVY JOHAN	42,76	A1	10	A1	1	3
427	2014-2	SANTIAGO CHARRIS JORGE LUIS	52,09	A2	10,6	B1	1	1
428	2014-2	SANTIAGO GONZALEZ DEYMER ESTEBAN	37,51	A-	9,7	A1	1	1
429	2014-2	SEQUEDA BARROS MELISSA MINELLY	45,94	A1	9,4	A-	2	1

430	2014-2	SIERRA HAYDAR EDGAR ANTONIO	40,89	A-	9,7	A1	1	1
431	2014-2	TEJEDA SANTAMARIA JENNIFER	74,73	B1	11,4	B1	2	1
432	2014-2	TORDECILLA PETRO NEIXER ENRIQUE	30	A-	9,1	A-	1	3
433	2014-2	TRUJILLO ESCORCIA LUIS CARLOS	40,45	A-	10,4	A2	1	1
434	2014-2	URUETA VENTURA OSCAR ABRAHAM	54,9	A2	10,6	B1	1	3
435	2014-2	VARGAS GUTIERREZ JESUS ALBERTO	42,76	A1	9,7	A1	1	1
436	2014-2	VARGAS SORIANO JUAN DAVID	43,48	A1	9,6	A1	1	1
437	2014-2	VELANDIA TORRES KATHERINE PAOLA	37,34	A-	9,4	A-	2	1
438	2014-2	VILLALBA RAMOS ELIO NEL	39	A-	9,6	A1	1	3
439	2014-2	VILLANUEVA GONZALEZ LAURA ANDREA	35	A-	9,2	A-	2	1
440	2014-2	VISBAL DE AVILA JAIME RAFAEL	38	A-	9,5	A1	1	1

	HOMBRES	MUJERES
	239	201
ESTRATO		
1	157	
2	190	
3	74	
4	15	
5	4	
6	0	
	440	



APPENDIX 2: CEFR Outcomes:

LEVEL	GLOBAL DESCRIPTION	READING	WRITING	LISTENING	SPOKEN INTERACTION	SPOKEN PRODUCTION	GRAMMAR	VOCABULARY	STRATEGIES
<p>A 1</p> <p>is the lowest level of generative language use - the point at which the learner can interact in a simple way, ask and answer simple questions about themselves, where they live, people they know, and things they have, initiate and respond to simple statements in areas of immediate need or on very familiar topics, rather than relying purely on a very finite rehearsed, lexically-organised repertoire of situation-specific phrases.</p>	<p>Students at this level can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. They can introduce themselves and others and can ask and answer questions about personal details such as where they live, people they know and things they have. They can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</p>	<p>I can recognise names, words and phrases I know and use them to understand very simple sentences if there are pictures.</p> <p>■ I can understand words and phrases on everyday signs (for example, “station”, “car park”, “no smoking”, “keep left”).</p> <p>■ I can understand simple forms well enough to give basic personal details (for example, name, address, date of birth).</p>	<p>I can write simple sentences about myself, for example where I live and what I do.</p> <p>■ I can write about myself and where I live, using short, simple phrases.</p> <p>I can understand a hotel registration form well enough to give the most important information about myself (name, surname, date of birth, nationality).</p> <p>■ I can complete a questionnaire with my personal details.</p>	<p>■ I can understand simple words and phrases, like “excuse me”, “sorry”, “thank you”, etc.</p> <p>■ I can understand the days of the week and months of the year.</p> <p>■ I can understand times and dates.</p> <p>■ I can understand numbers and prices.</p>	<p>I can use basic greeting and leave taking expressions.</p> <p>■ I can ask how people are.</p> <p>■ I can interact in a simple way, asking and answering basic questions, if I can repeat, repair and get help.</p> <p>■ I can ask and answer (simple personal) questions, like “What’s your name?”, “How old are you?” if the other person speaks slowly and is very helpful.</p>	<p>I can give personal information (address, telephone number, nationality, age, family, and hobbies).</p> <p>■ I can very simply describe myself and my family.</p> <p>■ I can very simply describe where I live.</p>	<p>Adjectives: common and demonstrative</p> <p>■ Adverbs of frequency</p> <p>■ Comparatives and superlatives</p> <p>■ Going to</p> <p>■ How much/how many and very common uncountable nouns</p> <p>■ I’d like</p> <p>■ Imperatives (+/-)</p> <p>■ Intensifiers - very basic</p> <p>■ Modals: can/can’t/could/couldn’t</p> <p>■ Past simple of “to be”</p> <p>■ Past Simple</p> <p>■ Possessive adjectives</p> <p>■ Possessive s</p> <p>■ Prepositions, common</p> <p>■ Prepositions of place</p> <p>■ Prepositions of time, including in/on/at</p> <p>■ Present continuous</p> <p>■ Present simple</p> <p>■ Pronouns: simple, personal</p> <p>■ Questions</p> <p>■ There is/are</p> <p>■ To be, including questions+negatives</p>	<p>Food and drink</p> <p>■ Nationalities and countries</p> <p>■ Personal information</p> <p>■ Things in the town, shops and shopping</p> <p>■ Verbs – basic</p>	<p>I can establish contact with people using simple words and phrases and gestures.</p> <p>■ I can say when I do not understand.</p> <p>■ I can very simply ask somebody to repeat what they said.</p>

LEVEL	GLOBAL DESCRIPTION	READING	WRITING	LISTENING	SPOKEN INTERACTION	SPOKEN PRODUCTION	GRAMMAR	VOCABULARY	STRATEGIES
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<p>A 2</p> <p>At the A2 level students are beginning to be able to function in social situations. They are able to use simple everyday polite forms of greeting and address; greet people, ask how they are and react to news; handle very short social exchanges; ask and answer questions about what they do at work and in their free time; make and respond to invitations; discuss what to do, where to go and make arrangements to meet; make and accept offers. They can also function 'out and about'. They can make simple transactions in shops, post offices or banks; get simple information about travel; use public transport, ask for basic information, ask and give directions, and buy tickets.</p>	<p>Students at this level can understand sentences and frequently-used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). They can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. They can describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.</p>	<p>I can understand short, simple texts containing familiar vocabulary including international words.</p> <p>■ I can find the most important information in advertisements, information leaflets, webpages, catalogues, timetables etc.</p> <p>■ I can understand the main points in short, simple news items and descriptions if I already know something about the subject. For example: news about sport or famous people.</p> <p>■ I can understand short simple messages from friends. For example: e-mails, web chats, postcards or short letters.</p>	<p>I can write a simple message, for example to make or change an invitation or an appointment to meet.</p> <p>■ I can write a short message to friends to give them personal news or to ask them a question. For example, a text message or a postcard.</p> <p>■ I can complete a questionnaire with information about my educational background, my job, my interests and my skills.</p> <p>■ I can write about things and people I know well using simple language. For example: descriptions of friends, what happened during the day.</p>	<p>I can understand simple information and questions about family, people, homes, work and hobbies.</p> <p>■ I can understand what people say to me in simple, everyday conversation, if they speak clearly and slowly and give me help.</p> <p>■ I can understand short conversations about family, hobbies and daily life, provided that people speak slowly and clearly.</p> <p>■ I can understand short, clear and simple messages at the airport, railway station etc. For example: "The train to London leaves at 4:30".</p> <p>■ I can understand the main information in announcements if people talk very clearly. For example: weather reports, etc</p>	<p>I can ask people how they feel in different situations. For example: "Are you hungry?" or "Are you ok?" and say how I feel.</p> <p>■ I can ask and answer simple questions about home and country, work and free time, likes and dislikes.</p> <p>■ I can ask and answer simple questions about a past event. For example, the time and place of a party, who was at the party and what happened there.</p> <p>■ I can make and accept invitations, or refuse invitations politely.</p> <p>■ I can make and accept apologies.</p>	<p>I can describe myself, my family and other people.</p> <p>■ I can describe my education, my present or last job.</p> <p>■ I can describe my hobbies and interests.</p> <p>■ I can describe my home and where I live.</p> <p>■ I can describe what I did at the weekend or on my last holiday.</p> <p>■ I can talk about my plans for the weekend or my next holiday.</p>	<p>Adjectives – comparative – use of than and definite article Modals – should</p> <p>■ Past continuous</p> <p>■ Past simple</p> <p>■ Phrasal verbs – common</p> <p>■ Possessives – use of 's, s'</p> <p>■ Prepositional phrases (place, time and movement)</p> <p>■ Prepositions of time: on/in/at</p> <p>■ Present continuous</p> <p>■ Present continuous for future</p> <p>■ Present perfect</p> <p>■ Questions</p> <p>■ Verb + ing/infinitive: like/want-would like</p> <p>■ Wh-questions in past</p> <p>■ Zero and 1st conditional</p> <p>■ Adjectives – superlative – use of definite article</p> <p>■ Adverbial phrases of time, place and frequency – including word order</p> <p>■ Adverbs of frequency</p> <p>■ Articles – with countable and uncountable nouns</p> <p>■ Countables and Uncountables: much/many</p> <p>■ Future Time (will and going to)</p> <p>■ Gerunds</p> <p>■ Going to</p> <p>■ Imperatives</p> <p>■ Modals – can/could</p> <p>■ Modals – have to</p>	<p>Adjectives: personality, description,</p> <p>■ Feelings</p> <p>■ Food and drink</p> <p>■ Things in the town, shops and shopping</p> <p>■ Travel and services</p>	<p>I can start a conversation.</p> <p>■ I can explain what I don't understand and ask simply for clarification.</p> <p>■ I can start, maintain, or end a short conversation in a simple way.</p> <p>■ I can ask somebody to repeat what they said in a simpler way.</p>
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LEVEL	GLOBAL DESCRIPTION	READING	WRITING	LISTENING	SPOKEN INTERACTION	SPOKEN PRODUCTION	GRAMMAR	VOCABULARY	STRATEGIES
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<p>B1</p> <p>At level B1 students are able to maintain interaction and get across what they want to express in a range of contexts and follow the main points of extended discussion around them, provided that speech is clearly articulated in standard dialect. They can express the main point they want to make comprehensibly and keep going comprehensibly, even though they may have to pause for grammatical and lexical planning and repair, especially in longer stretches of free production. The second feature is the ability to cope flexibly with problems in everyday life, for example coping with less routine situations on public transport; dealing with most situations likely to arise when making travel arrangements through an agent or when actually travelling; entering unprepared into conversations on familiar topics.</p>	<p>Students can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. They can deal with most situations likely to arise whilst travelling in an area where the language is spoken and can produce a simple connected text on topics which are familiar or of personal interest. They can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.</p>	<p>I can understand the main points in straightforward factual texts on subjects of personal or professional interest well enough to talk about them afterwards.</p> <p>■ I can find and understand the information I need in brochures, leaflets and other short texts relating to my interests.</p> <p>■ I can understand the main points in short newspaper and magazine articles about current and familiar topics.</p> <p>■ I can understand private letters about events, feelings and wishes well enough to write back.</p>	<p>I can write short, comprehensible connected texts on familiar subjects.</p> <p>■ I can write simple texts about experiences or events, for example about a trip, describing my feelings and reactions.</p> <p>■ I can write emails, faxes or text messages to friends or colleagues, relating news and giving or asking for simple information.</p> <p>■ I can write a short formal letter asking for or giving simple information.</p>	<p>I can understand the main points of clear standard speech on familiar, everyday subjects, provided there is an opportunity to get repetition or clarification sometimes.</p> <p>■ I can understand the main points of discussion on familiar topics in everyday situations when people speak clearly, but I sometimes need help in understanding details.</p> <p>■ I can follow clearly spoken, straightforward short talks on familiar topics.</p> <p>■ I can understand simple technical information, such as operating instructions for familiar types of equipment.</p>	<p>I can start, maintain and close simple face-to-face conversations on topics that are familiar or of personal interest.</p> <p>■ I can give or seek personal opinions in an informal discussion with friends, agreeing and disagreeing politely.</p> <p>■ I can have simple telephone conversations with people I know.</p> <p>■ I can ask for and follow detailed directions.</p>	<p>I can give descriptions on a variety of familiar subjects related to my interests.</p> <p>■ I can talk in detail about my experiences, feelings and reactions.</p> <p>■ I can briefly explain and justify my opinions.</p> <p>■ I can give a short prepared presentation on a very familiar area (e.g. "My country") and answer clear questions.</p>	<p>Adverbs</p> <p>■ Broader range of intensifiers such as too, enough</p> <p>■</p> <p>Comparatives and superlatives</p> <p>■ Complex question tags</p> <p>■</p> <p>Conditionals, 2nd and 3rd</p> <p>■ Connecting words expressing cause and effect, contrast etc.</p> <p>■ Future continuous</p> <p>■ Modals – must/can't deduction</p> <p>■ Modals – might, may, will, probably</p> <p>■ Modals – should have/might have/etc</p> <p>■ Modals – must/have to</p> <p>Past continuous</p> <p>■ Past perfect</p> <p>■ Past simple</p> <p>■ Past tense responses</p> <p>■ Phrasal verbs, extended</p> <p>■ Present perfect continuous</p> <p>■ Present perfect/past simple</p> <p>■ Reported speech (range of tenses)</p> <p>■ Simple passive</p> <p>■ Wh-questions in the past</p> <p>■ Will and going to, for prediction</p>	<p>Collocation</p> <p>■ Colloquial language</p> <p>■ Things in the town, shops and shopping</p> <p>■ Travel and services</p>	<p>I can ask someone to clarify or elaborate what they have just said.</p> <p>■ I can repeat back part of what someone has said to confirm that we understand each other.</p> <p>■ When I can't think of a word, I can use a word meaning something similar and invite "correction" from the person I am talking to.</p> <p>■ I can ask for confirmation that a form is correct and correct some basic mistakes if I have time to do so.</p>
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LEVEL	GLOBAL DESCRIPTION	READING	WRITING	LISTENING	SPOKEN INTERACTION	SPOKEN PRODUCTION	GRAMMAR	VOCABULARY	STRATEGIES
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<p>B2</p> <p>At the B2 level there is a focus on effective argument. Students are able to account for and sustain their opinions in discussion by providing relevant explanations, arguments and comments. They can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options and can develop an argument giving reasons in support of or against a particular point of view. They can take an active part in informal discussion in familiar contexts, commenting, putting their point of view clearly, evaluating alternative proposals and making and responding to hypotheses. They are able to hold their own effectively in social discourse and understand in detail what is said to them in the standard spoken language even in a noisy environment. They can initiate discourse, take their turn when appropriate and end a conversation when they need to, though they may not always do this elegantly. They can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party. There is a new degree of language awareness. They are able to correct mistakes if they have led to misunderstandings, can make a note of “favourite mistakes” and consciously monitor speech for it/them and generally they can correct slips and errors if they become conscious of them.</p>	<p>At the B2 level, students should be able to understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in their field of specialisation. They can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. They can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p>	<p>I can read with a large degree of independence, using dictionaries and other reference sources selectively when necessary.</p> <ul style="list-style-type: none"> ■ I can understand articles, reports and reviews in which the writers express specific points of view (e.g., political commentary, critiques of exhibitions, plays, films, etc). ■ I can rapidly grasp the content and the significance of news, articles and reports on topics connected with my interests or my job, and decide if a closer reading is worthwhile. ■ I can understand the main points in formal and informal letters relating to my personal and professional interests, with occasional use of a dictionary. 	<p>I can write at length about topical issues, even though complex concepts may be oversimplified, and can correct many of my mistakes in the process.</p> <ul style="list-style-type: none"> ■ I can write clear, detailed descriptions on a variety of subjects related to my field of interest ■ I can express news, views and feelings in correspondence, and respond to those of the other person. ■ I can write standard formal letters requesting or communicating relevant information, following a template. 	<ul style="list-style-type: none"> ■ I can understand the main ideas of complex speech on concrete and abstract topics delivered in a standard dialect, including technical discussions in my field of specialisation. ■ I can understand in detail what is said to me in standard spoken language. ■ I can with some effort catch much of what is said around me, but may find it difficult to understand a discussion between several speakers who do not modify their language in any way. ■ I can follow TV drama and the majority of films in standard dialect. ■ I can understand TV news, current affairs, documentaries, interviews, talk shows, etc. 	<p>I can take an active part in conversation, expressing clearly my points of view, ideas or feelings naturally with effective turn-taking.</p> <ul style="list-style-type: none"> ■ I can evaluate advantages & disadvantages, and participate in reaching a decision in formal or informal discussion. ■ I can sustain my opinions in discussion by providing relevant explanations, arguments and comments. ■ I can use the telephone to find out detailed information, provided the other person speaks clearly, and ask follow up questions to check that I have understood a point fully. 	<p>I can give clear, detailed descriptions on a wide range of subjects related to my fields of interest.</p> <ul style="list-style-type: none"> ■ I can develop a clear argument, linking my ideas logically and expanding and supporting my points with appropriate examples. ■ I can present a topical issue in a critical manner and weigh up the advantages and disadvantages of various options. ■ I can summarise information and arguments from a number of sources, such as articles or reports, discussions, interviews, presentations, etc. ■ I can summarise orally the plot and sequence of events in a film or play. 	<p>Adjectives and adverbs</p> <ul style="list-style-type: none"> ■ Future continuous ■ Future perfect ■ Future perfect continuous ■ Mixed conditionals ■ Modals – can’t have, needn’t have ■ Modals of deduction and speculation ■ Narrative tenses ■ Passives ■ Past perfect ■ Past perfect continuous ■ Phrasal verbs, extended ■ Relative clauses ■ Reported speech ■ Will and going to, for prediction ■ Wish ■ Would expressing habits, in the past 	<p>Collocation</p> <ul style="list-style-type: none"> ■ Colloquial language 	<p>I can use standard phrases like “That’s a difficult question to answer” to gain time and keep the turn while formulating what to say.</p> <ul style="list-style-type: none"> ■ I can help a discussion along on familiar ground confirming comprehension, inviting others in, etc. ■ I can generally correct slips and errors if I become aware of them or if they have led to misunderstandings. ■ I can make a note of “favourite mistakes” and consciously monitor speech for them.
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LEVEL	GLOBAL DESCRIPTION	READING	WRITING	LISTENING	SPOKEN INTERACTION	SPOKEN PRODUCTION	GRAMMAR	VOCABULARY	STRATEGIES
<p>C1 Students at the C1 level have good access to a broad range of language, which allows fluent, spontaneous and almost effortless communication. They have a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. The discourse skills characterising the previous band continue to be evident at Level C1, with an emphasis on more fluency. They are able to select a suitable phrase from a fluent repertoire of discourse functions to preface remarks in order to get the floor, or to gain time and keep it whilst thinking. They can produce clear, smooth-flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.</p>	<p>At the C1 level of proficiency, students should be able to understand a wide range of demanding, longer texts, and recognise implicit meaning. They can express themselves fluently and spontaneously without much obvious searching for expressions. They can use language flexibly and effectively for social, academic and professional purposes. They can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.</p>	<p>I can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, though I may want time to reread them. ■ ■ I can understand complex texts where stated opinions and implied points of view are discussed. ■ ■ I can understand lengthy, complex manuals, instructions, regulations and contracts in my field. ■ ■ I can understand formal letters connected or unconnected to my field if I can occasionally check with a dictionary.</p>	<p>I can write clear, well-structured texts on complex topics in an appropriate style with good grammatical control. ■ ■ I can present points of view in a paper, developing an argument, highlighting the most important points, and supporting my reasoning with examples. ■ ■ I can express myself clearly and appropriately in personal correspondence, describing experiences, feelings and reactions in depth.</p>	<p>I can understand enough to follow extended speech on abstract and complex topics of academic or vocational relevance. ■ ■ I can follow extended discussion even when it is not clearly structured and when relationships are only implied and not signalled explicitly. ■ ■ I can follow most lectures, discussions and debates both within and outside my field. ■ ■ I can understand complex technical information, such as instructions for operating equipment and specifications for products and services I know about.</p>	<p>I can express myself fluently and appropriately, adopting a level of formality appropriate to the circumstances and my relationship to the person I am talking to. ■ ■ I can keep up with animated discussions on abstract and complex topics with a number of speakers and can participate effectively even when people start talking simultaneously. ■ ■ I can understand and exchange complex, detailed information on topics with which I am not personally familiar, pinpointing key areas where further explanation or clarification is needed.</p>	<p>I can give clear, well-structured descriptions of complex subjects ■ ■ I can develop an argument systematically in well-structured speech, highlighting significant points, and concluding appropriately. ■ ■ I can give a clear, well-structured presentation on a complex subject in my field, expanding and supporting points of view with appropriate reasons and examples. ■ ■ I can put together information from different sources and relate it in a coherent summary. ■ ■ I can summarise orally long, demanding texts.</p>	<p>Futures (revision) Narrative tenses for experience, incl. passive ■ ■ Passive forms, all ■ ■ Phrasal verbs, especially splitting ■ ■ Wish/if only regrets ■ ■ Inversion with negative adverbials ■ ■ Mixed conditionals in past, present and future ■ ■ Modals in the past Narrative tenses for experience, incl. passive ■ ■ Passive forms, all ■ ■ Phrasal verbs, especially splitting ■ ■ Wish/if only regrets</p>	<p>Approximating (vague language) ■ ■ Collocation ■ ■ Colloquial language ■ ■ Differentiated use of vocabulary ■ ■ Eliminating false friends ■ ■ Formal and informal registers ■ ■ Idiomatic expressions</p>	<p>I can select from a readily available range of expressions to preface my remarks appropriately and to follow up what other people say. ■ ■ I do not have to restrict what I want say at all; if I can't find one expression I can substitute with another. ■ ■ I can monitor my speech and writing to repair slips and improve formulation.</p>

LEVEL	GLOBAL DESCRIPTION	READING	WRITING	LISTENING	SPOKEN INTERACTION	SPOKEN PRODUCTION	GRAMMAR	VOCABULARY	STRATEGIES
<p>C2</p> <p>Students at Level C2 demonstrate a degree of precision, appropriateness and ease with the language which typifies the speech of those who have been highly successful learners. They are able to convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. They have a good command of idiomatic expressions and colloquialisms with awareness of connotative level of meaning and can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.</p>	<p>At the C2 level of proficiency, students can understand with ease virtually everything heard or read. They can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. They are able to express themselves spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.</p>								

APPENDIX 3 Overall program analysis

LEVEL	CEF Outcome	Textbook and Units	Programa Analítico	Can do Statements	Vocabulary	Listening Outcomes	Listening Assessment	Speaking Outcomes	Speaking Assessment	Reading Outcomes	Reading Assessment	Writing Outcome	Writing Assessment	Grammar	Assessment
BASIC	A1	New Total English Starter Flexi Course Book 1 Units 1-2-3-4-5	SABER CONOCER Conocer el léxico de países, nacionalidades, saludos, objetos personales, expresiones de preferencias, para ordenar meriendas en una cafetería, opiniones personales, cantidad, lugares, saludos, países, nacionalidades, preferencias, objetos personales, comidas, bebidas, precios, símbolos de compra, información personal y lugares. Conocer las diferentes formas de preguntar y dar información personal y de otros. *Conocer la estructura gramatical del tiempo presente simple SABER HACER Saludar a los demás *Preguntar sobre procedencia de otros *Hablar sobre cosas favoritas *Hacer lista de objetos personales * Hablar acerca de sus amistades *Ordenar merienda en una cafetería *Interpretar avisos de compras; y preguntar y dar precios *Dar y comprender opiniones. *Preguntar y decir donde está ubicado un lugar. *Comprar un tiquete de tren *Hablar sobre sus preferencias *Describir una rutina diaria *Preguntar y responder de manera sencilla acerca de la vida de otros. SABER SER Mostrar compromiso por su proceso de aprendizaje del idioma inglés. *Reconocer la importancia de la realización de las actividades asignadas como trabajo independiente, para complementar su aprendizaje. *Reconocer la importancia de la comunicación, como estrategia de interacción.	Greet someone Ask where is someone is from Say your favorite things Introduce a friend List the contents of your bag Talk about friends Order a snack in a café Understand shop signs Ask for and give prices Give and understand opinions Ask and say where a place is Buy a train ticket Say what you like and you don't like Describe a daily routine Ask and answer simple questions about your life	Numbers Countries and nationalities The alphabet Personal objects Snacks and drinks Adjectives Prices Colours Adjectives of opinion Preposition of place Verbs (live, work, have and like) Verbs of routine Days of the week Verb collocations	Identify specific details. Recognize numbers, letters, colors, objects and prices.	Listening quiz	Greet someone and introduce themselves and others Ask for and give personal information Talk about the members of their families Ask for and give prices Ask and say where a place is Say what they like and don't like Describe a daily routine Ask and answer questions about their lives	Role plays Ask and answer questions from prompts	Look for details and specific information Complete charts using the information in the paragraphs Read and match information.	Reading quiz	Write a short simple email taking about their families using simple grammatical structures (verb to be) and observing appropriate spelling of the vocabulary learned in class	Verb to be Possessive adjectives "and" and "but" Expressions used in an informal email Punctuation	Verb to be affirmative, negative and question Possessive adjectives Indefinite articles Possessive of a noun Demonstratives There is/ There are Present simple	-First term exam: Listening 25% Speaking 25% Grammar and Vocabulary 25% Reading 25% Total overall:60% - Participation: 10% - Quizes and exams: 30% -Midterm exam: Listening 25% Speaking 25% Grammar and Vocabulary 25% Reading 25% Total overall: 60% - Participation: 10% -Quizes and exams: 30%

LEVEL	CEF Outcome	Textbook and Units	Programa Analítico	Can do Statements	Vocabulary	Listening Outcomes	Listening Assessment	Speaking Outcomes	Speaking Assessment	Reading Outcomes	Reading Assessment	Writing Outcome	Writing Assessment	Grammar	Assessment
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INTERMEDIATE 1	A1	New Total English Starter Flexi Course Book 2 Units 6-7-8-9-10	<p>SABER CONOCER Conocer el léxico y frases relacionadas con la casa, enseres, meses del año, números ordinales, comida, hacer y responder a ofertas, hacer sugerencias, expresar habilidades, adverbios de frecuencia, ordenar comida en un restaurante, información de correo electrónico, para reservar y recomendar lugares de la ciudad y hábitos de dinero. Conocer la estructura gramatical del tiempo presente simple, pasado. SABER SER Mostrar compromiso por su proceso de aprendizaje del idioma inglés.</p> <p>*Reconocer la importancia de la realización de las actividades asignadas como trabajo independiente, para complementar su aprendizaje.</p> <p>*Reconocer la importancia de la comunicación, como estrategia de interacción. SABER HACER Describir la casa y sus enseres.</p> <p>*Preguntar y responder la frecuencia con que realiza algo</p> <p>*Hacer y responder ofertas</p> <p>*Hacer sugerencias</p> <p>*Hablar de habilidades</p> <p>*Expresar fechas</p> <p>*Ordenar comida en un restaurante</p> <p>*Utilizar frases comunes para completar una invitación por medio de un correo electrónico</p> <p>*Hablar de las cosas que posee</p> <p>*Reservar y recomendar lugares de la ciudad</p> <p>*Elaborar frases sencillas</p> <p>*Describir experiencias pasadas.</p> <p>*Elaborar frases relacionadas con hábitos de dinero.</p> <p>*Intercambiar información básica sobre una historia.</p> <p>*Explicar eventos simples.</p> <p>*Comprender textos de complejidad mínima.</p> <p>*Compartir acerca de sus planes futuros.</p> <p>*Preguntar y responder acerca planes personales.</p> <p>*Interpretar narraciones cortas de eventos pasados.</p> <p>*Escribir frases cortas acerca de experiencias personales.</p>	<p>Understand simple information about a house and furniture</p> <p>Ask and say how often you do things</p> <p>Make and respond to offers</p> <p>Make suggestions</p> <p>Talk about abilities</p> <p>Say dates</p> <p>Make simple statements about people in the past</p> <p>Give a brief description of a past experience</p> <p>Ask simple questions about a past experience</p> <p>Make simple statements about the past</p> <p>Exchange basic information about a story</p> <p>Make simple statements about money</p> <p>habits</p> <p>Talk about future plans</p> <p>Give and receive presents</p>	<p>Furniture</p> <p>Housework</p> <p>Technology</p> <p>Verbs of like and dislike</p> <p>Abilities</p> <p>Months</p> <p>Ordinal numbers</p> <p>Dates</p> <p>Jobs</p> <p>Past time expressions</p> <p>Teenagers</p> <p>and money</p> <p>Money</p> <p>adjectives</p> <p>High numbers</p> <p>Emotions</p> <p>Presents</p>	<p>Listen for gist and details</p> <p>Identify the parts of the house,</p> <p>specific words to complete sentences,</p> <p>Identify sounds</p> <p>Match vocabulary with photos.</p>	<p>Listening quiz</p>	<p>Make a simple request</p> <p>Offer food and drink to a guest</p> <p>Make suggestions</p> <p>Say dates</p> <p>Ask about past experiences</p> <p>Talk about questionnaire results</p> <p>Talk about plans for the future</p> <p>Give and receive gifts</p>	<p>Role plays</p> <p>Ask and answer questions from prompts</p>	<p>Skim and scan for main ideas and details.</p> <p>Make inferences to understand ideas not stated directly.</p>	<p>Reading quiz</p>	<p>Write a short simple biography about an important character using the simple past tense as well as an appropriate spelling and punctuation</p>	<p>Simple past tense</p> <p>Clauses using when</p> <p>Adverbs of frequency</p> <p>Adjectives to describe people and actions</p>	<p>Have got</p> <p>Advbs of frequency</p> <p>Like + ing</p> <p>want to</p> <p>Object pronouns</p> <p>can / can't</p> <p>In-on-at</p> <p>Past simple</p> <p>of verb to be</p> <p>Past simple</p> <p>regular and irregular verbs</p> <p>Going to</p> <p>Why and because</p>	<p>-First term exam: Listening 25% Speaking 25% Grammar and Vocabulary 25% Reading 25 % Total overall:60%</p> <p>-Participation: 10% -Quizes and exams: 30% - Midterm exam: Listening 25% Speaking 25% Grammar and Vocabulary 25% Reading 25 % Total overall:60%</p> <p>-Participation: 10% -Quizes and exams: 30% Final exam: Listening 25% Speaking 25% Grammar and Vocabulary 25% Reading 25 % Total overall: 60% - Participation: 10% -Quizes and exams: 30%</p>
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LEVEL	CEF Outcome	Textbook and Units	Programa Analítico	Can do Statements	Vocabulary	Listening Outcomes	Listening Assessment	Speaking Outcomes	Speaking Assessment	Reading Outcomes	Reading Assessment	Writing Outcome	Writing Assessment	Grammar and Vocabulary	Assessment
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INTERMEDIATE 2	A2	New Total English Elementary Flexi Course Book 2	<p>SABER CONOCER Conocer el léxico y frases relacionadas con descripción física, ropa, comparaciones, señales, reglas de tránsito y educación, sugerencias, preferencias y ambiciones, para dar razones, obligación, necesidad y posibilidad.</p> <p>*Conocer la estructura gramatical del tiempo presente simple, pasado, adjetivos posesivos y futuro. SABER HACER Hacer descripciones físicas. *Expresar posesión.</p> <p>* Narrar eventos pasados.</p> <p>*Diferenciar entre actividades habituales y las realizadas en el momento.</p> <p>Describir atuendos.</p> <p>*Hablar de su rutina diaria y de las actividades que realiza en el momento.</p> <p>Realizar comparaciones entre cosas y personas.</p> <p>*Relatar experiencias personales pasadas, relacionadas con el presente.</p> <p>*Hacer y responder a sugerencias</p> <p>*Elaborar textos sencillos tales como postales, correos y biografías.</p> <p>*Identificar y comprender información sencilla, señales y reglas de tránsito</p> <p>*Dar y seguir instrucciones.</p> <p>*Dar a conocer sus planes programados a corto y largo plazo.</p> <p>*Hablar acerca de su educación</p> <p>*Compartir acerca de sus preferencias y ambiciones.</p> <p>*Expresar necesidad, obligación y posibilidad.</p> <p>*Dar razones por las cuales toma sus decisiones. SABER SER Contribuir en el desarrollo de las actividades propuestas por el docente.</p> <p>*Valorar la importancia del aprendizaje de una lengua extranjera para su desarrollo profesional.</p> <p>*Mostrar respeto por el docente y sus compañeros durante la clase</p>	<p>Understand and tell a simple story</p> <p>Describe people and understand descriptions</p> <p>Understand and use dates and months</p> <p>Describe what people are doing now</p> <p>Talk about what you wear</p> <p>Talk about the weather</p> <p>Make comparisons between things and people</p> <p>Compare one thing with several others</p> <p>Talk about personal preferences</p> <p>Book a train ticket</p> <p>Describe personal experiences</p> <p>Talk about other people's experiences</p> <p>Understand signs and rules</p> <p>Talk about your education</p> <p>Give and understand instructions</p> <p>Talk about intentions</p> <p>Explain reasons for your actions / plans</p> <p>Talk about likes, dislikes and ambitions</p>	<p>Phrasal verbs</p> <p>Adjectives</p> <p>Ordinal numbers</p> <p>months</p> <p>Clothes</p> <p>The weather</p> <p>News sources</p> <p>Films</p> <p>Transport</p> <p>Activities</p> <p>Schools and subjects</p> <p>New technology</p> <p>Education</p> <p>Geography</p> <p>Future time</p>	<p>Listen for gist and details</p> <p>Infer main ideas</p> <p>Give opinions</p>	<p>Listening quiz</p>	<p>Describe people, places and things</p> <p>Ask for and give opinions</p> <p>Talk about preferences</p> <p>Ask for and give directions</p>	<p>Role plays</p> <p>Ask and answer questions from prompts</p> <p>Read a text and talk about it</p>	<p>Previewing</p> <p>Skimming</p> <p>Scanning</p> <p>Make inferences about ideas not stated directly</p>	<p>Reading quiz</p>	<p>Writing a postcard describing a holiday using present simple and present continuous as well as appropriate punctuation</p>	<p>Simple present and present continuous</p> <p>Adjectives, comparatives and superlatives</p> <p>Position of adjectives</p> <p>Vocabulary about weather and clothes</p> <p>Expressions to begin and end a postcard</p>	<p>Articles</p> <p>Pronouns one / ones</p> <p>Possessive pronouns</p> <p>Present continuous</p> <p>Adjectives</p> <p>Position of adjectives</p> <p>Comparison of adjectives</p> <p>Superlative adjectives</p> <p>Present simple and present continuous</p> <p>like-love-hate-prefering form as noun</p> <p>Present perfect</p> <p>Can / can't; Have to / don't have to</p> <p>wh questions</p> <p>The imperative</p> <p>Be going to</p> <p>Like and would like</p>	<p>-First term exam:</p> <p>Listening 20%</p> <p>Speaking 35%</p> <p>Grammar and Vocabulary 25%</p> <p>Reading 20 %</p> <p>Total overall:60% -</p> <p>Participation: 10% -</p> <p>Quizzes and exams: 30% -</p> <p>Midterm exam: Listening 20%</p> <p>Speaking 35%</p> <p>Grammar and Vocabulary 20%</p> <p>Reading 20 %</p> <p>Total overall:60% -</p> <p>Participation: 10% -</p> <p>Quizzes and exams: 30%</p>
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LEVEL	CEF Outcome	Textbook and Units	Programa Analítico	Can do statements	Vocabulary	Listening Outcomes	Listening Assessment	Speaking Outcomes	Speaking Assessment	Reading Outcomes	Reading Assessment	Writing Outcome	Writing Assessment	Grammar	First Term Exam
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ADVANCED 1	A2-B1	New Total English Pre-intermediate Flexi Course Book 1 Units 1,2,3,4,5	<p>SABER CONOCER Conocer la estructura de los correos informales. *Conocer frases para expresar preferencias y disgustos. *Conocer acciones de rutina, además de expresiones de frecuencia y de actividades que se realizan en el momento. *Conocer las estructuras gramaticales manejadas en tiempo pasado en todas sus formas, al igual que las expresiones propias del mismo. *Conocer la forma comparativa de los adjetivos. *Conocer la estructura gramatical del tiempo futuro y las expresiones utilizadas en el mismo. *Entender y utilizar expresiones propias para preguntar y dar opiniones. *Conocer frases para explicar lo que se quiere decir. *Conocer el léxico y significado sobre retos, actividades, expresiones de supervivencia. *Conocer la estructura gramatical para hacer preguntas indirectas. *Conocer las frases para dar razones. *Entender y utilizar expresiones de supervivencia. SABER HACER Escribir correos informales. *Expresar preferencias y disgustos. *Realizar y responder preguntas sobre su rutina diaria y las actividades que realiza en el momento. *Relatar experiencias personales pasadas. *Comparar personas, animales y cosas. *Dar a conocer sus logros, experiencias y planes futuros. *Interactuar con los demás haciendo preguntas e intercambiando opiniones. *Definir y describir cosas para explicar lo que quiere decir. *Hablar sobre retos y actividades *Realizar preguntas de manera indirecta. *Predecir situaciones futuras. *Explicar las razones por las cuales hace escogencias. *Comprender las recomendaciones que se le dan para sobrevivir en una emergencia. SABER SER Contribuir en el desarrollo de las actividades propuestas por el docente. *Valorar la importancia del aprendizaje de una lengua extranjera para su desarrollo profesional. *Mostrar respeto por el docente y sus compañeros durante la clase.</p>	<p>Discuss likes and dislikes Talk about how often you do things Talk about what you're doing now and around now Describe personal events in the past Talk about personal achievements and experiences Ask different types of questions Tell a friend about your future plans Make arrangements with a friend Define and describe things to explain what you mean Compare things Talk about challenging events and activities Ask questions in everyday situations Exchange opinions with a friend Talk about friends Describe yourself when you were younger</p>	<p>Going out Describing your day and lifestyle Time phrases Music Achievements Describing food Easily-confused words Describing people Survival skills Friendship Habits Geographical features Describing a place Urban environment</p>	<p>Identify specific detail Say properly the correct intonation</p>	<p>Listening Quiz</p>	<p>Talk and make notes about a topic Create new conversations based on prompts given by the text</p>	<p>Ask and answer questions from prompts Role plays</p>	<p>Skimming Scanning Reading for gist Find specific information Guessing the meaning of words from the context</p>	<p>Reading Quiz</p>	<p>Writing a biography</p>	<p>Past tense Punctuation Present perfect</p>	<p>Likes and dislikes Present simple ; adverbs of frequency Present continuous Past Simple Present Perfect simple: experience Questions Be going to: future plans Present continuous: future arrangements Defining relative clauses Comparative adjectives Superlative adjectives Indirect questions Should, have to, can: obligation and permission Present perfect simple: for and since used to: past habits Will, may, might: prediction Countable and uncountable nouns Too, too much/many, (not) enough</p>	<p>-First term exam: Listening 15% Speaking 40% Grammar and Vocabulary 30% Reading 15 % Total overall:60% -Participation: 10% -Quizes and exams: 30% - Midterm exam: Listening 15% Speaking 40% Grammar and Vocabulary 30% Reading 15 % Total overall:60% -Participation: 10% -Quizes and exams: 30% Final exam: Listening 15% Speaking 40% Grammar and Vocabulary 30% Reading 15 % Total overall: 60% -Participation: 10% -Quizzes and exams: 30%</p>
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LEVEL	CEF Outcome	Textbook and Units	Programa Analítico	Can do Statements	Vocabulary	Listening Outcome s	Listening Assessment	Speaking Outcomes	Speaking Assessment	Reading Outcomes	Reading Assessment	Writing Outcome	Writing Assessment	Grammar	First Term Exam
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ADVANCED 2	A2-B1	New Total English Pre-intermediate Flexi Course Book 2 Units 7,8,9,10,11,12	<p>SABER CONOCER Conocer el léxico sobre apariencia física, destrezas, personalidad y similitudes y diferencias. *Conocer términos tecnológicos. *Conocer el léxico y las expresiones para realizar una entrevista y reportar de manera directa e indirecta.. *Conocer la estructura gramatical de los tiempos presente, pasado, pasado continuo y futuro. *Conocer las frases para narrar noticias, días feriados, personas que lo influyen y recomendar películas. *Conocer las expresiones para realizar generalizaciones. *Conocer la estructura de textos publicitarios. SABER HACER Describir la personalidad y apariencia física de sí mismo y de los demás. *Expresar situaciones reales e hipotéticas. *Hablar acerca del uso de la tecnología *Realizar y responder adecuadamente en una entrevista. *Expresar situaciones posibles e imposibles en el futuro. *Cuestionar y responder preguntas del pasado. *Expresar situaciones progresivas del pasado. Hablar acerca de sus destrezas pasadas, presentes y futuras. *Narrar una noticia. *Describir días feriados. *Hacer generalizaciones relacionadas con costumbres y hábitos de otros países. *Recomendar una película. *Hablar de las personas que lo influyen. *Analizar anuncios publicitarios. *Hablar acerca de eventos sucedidos antes o después de otro suceso del pasado. *Reportar lo que otras personas le dicen de manera directa e indirecta. *Describir similitudes y diferencias. SABER SER Mostrar compromiso por su proceso de aprendizaje del idioma inglés. *Reconocer la importancia de la realización de las actividades asignadas como trabajo independiente, para complementar su aprendizaje. *Reconocer la importancia de la comunicación, como estrategia de interacción.</p>	<p>Talk about possible events and situations in the future Describe someone's personality Discuss illnesses and give advice Discuss the use of technology Talk about special occasions Describe past actions Talk about your abilities Respond to simple job interview questions Tell a story from the news Describe a holiday Make generalisations about customs Recommend a film Talk about people who influenced you Discuss adverts and their influence Talk about decisions and plans for the future Discuss imaginary or unlikely situations Report what someone said to you Describe similarities and differences</p>	<p>Appearance Personality Illness Phrasal verbs: relationships Measurements Work Crime Greetings and gifts ed-ing adjectives Phrasal verbs The media Verb + preposition (1) Money Money in education Verb + preposition (2)</p>	<p>Listening for specific information Infer main ideas</p>	<p>Listening Quiz</p>	<p>Invent stories from a prompt given by the text Follow instructions and create your own conversation</p>	<p>Role plays</p>	<p>Skimming Scanning Reading for gist Find specific information Guessing the meaning of words from the context</p>	<p>Reading quiz</p>	<p>Write a Professional Profile to describe your experiences and competences in a specific job</p>	<p>Future be going to Past tense present perfect</p>	<p>First conditional Gerunds and infinitives Stop, try, remember: gerunds and infinitives Present simple passive Prepositions of time Past continuous and past simple Can, could, be able to: ability Adverbs of manner Past simple passive Present perfect simple: just, yet, already Verbs with two objects Past perfect simple Would: Past habits Articles Will and be going to: decisions and plans Second conditional Report Speech Both, either, neither</p>	<p>-First term exam: Listening 10% Speaking 50% Grammar and Vocabulary 30% Reading 10 % Total overall: 60% - Participation: 10% - Quizzes and exams: 30% - Midterm exam: Listening 10% Speaking 50% Grammar and Vocabulary 30% Reading 10 % Total overall: 60% - Participation: 10% - Quizzes and exams: 30% Final exam: Listening 10% Speaking 50% Grammar and Vocabulary 30% Reading 10 % Total overall: 60% - Participation: 10% - Quizzes and exams: 30%</p>
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LEVEL	CEF Outcome	Textbook and Units	Programa Analítico	Can do Statements	Vocabulary	Listening Outcomes	Listening Assessment	Speaking Outcomes	Speaking Assessment	Reading Outcomes	Reading Assessment	Writing Outcome	Writing Assessment	Grammar	First Term Exam
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ADVANCED 3	B1	New Total English Intermediate Flexi Course Book 1 Units 1,2,3,4,5	<p>.SABER CONOCER Conocer el léxico y las expresiones relacionadas con actividades generales, acuerdo y desacuerdo, personas, objetos y animales, situaciones controversiales, sugerencias, lugares, comparaciones y prohibiciones, cantidades contables e incontables.</p> <p>*Conocer la estructura gramatical de los tiempos presente simple, perfecto y progresivo, pasado, pasado continuo, futuro, condicionales, voz pasiva y tag questions; además de pronombres relativos, comparativos, superlativos,</p> <p>SABER HACER Iniciar y ampliar una conversación con otra persona</p> <p>*Relatar narraciones simples</p> <p>*Diferenciar entre rutinas y acciones progresivas; al igual que acciones pasadas contrastadas con eventos pasados que continúan en el presente.</p> <p>*Utilizar diversas expresiones para referirse a actividades generales.</p> <p>*Dar opiniones, expresando acuerdo o desacuerdo.</p> <p>*Hacer descripciones de actividades que las personas realizan; y lo que le acontece a algo o alguien, sin tener en cuenta al sujeto que realiza la acción.</p> <p>*Describir personas, objetos y animales</p> <p>*Manejar situaciones controversiales y proponer soluciones a las mismas.</p> <p>Narrar importantes hechos en su vida personal.</p> <p>*Diferenciar entre un hecho del pasado y un evento progresivo en el mismo.</p> <p>*Hablar acerca de planes futuros.</p> <p>*Describir lugares y realizar comparaciones entre ciudades.</p> <p>*Realizar preguntas que confirmen una información o punto de vista personal.</p> <p>*Utilizar frases que indiquen obligación o prohibición.</p> <p>*Hablar acerca de situaciones reales e hipotéticas.</p> <p>*Sugerir ideas y responder a las mismas.</p> <p>*Diferenciar eventos que inician en tiempo pasado, pero que tienen continuidad en el presente, de aquellos que inician en el pasado y solo se aprecian sus resultados en el ahora.</p> <p>*Recomendar lugares a otras personas.</p> <p>*Expresar cantidades contables e incontables.</p> <p>SABER SER Mostrar compromiso por su proceso de aprendizaje del idioma inglés.</p> <p>*Reconocer la importancia de la realización de las actividades asignadas como trabajo independiente, para complementar su aprendizaje.</p> <p>*Reconocer la importancia de la comunicación, como estrategia de interacción.</p>	<p>Encourage further conversation by expressing interest in what is said</p> <p>Start a conversation with a stranger</p> <p>Retell a simple narrative in your own words</p> <p>Give opinions and agree/disagree</p> <p>Describe an object</p> <p>Describe an important event from your life</p> <p>Make a complaint</p> <p>Compare cities</p> <p>Take notes while listening</p> <p>Use intonation to check and confirm</p> <p>Carry out a survey and present results</p> <p>Ask for give clarification</p> <p>Describe your response to a picture</p> <p>Describe pastime</p> <p>Describe a restaurant</p>	<p>Personality</p> <p>Arguing</p> <p>Television</p> <p>Adjectives</p> <p>describing places</p> <p>Compound nouns</p> <p>Phrasal verbs</p> <p>Personal qualities (1)</p> <p>Shopping</p> <p>Describing pastimes</p> <p>Food</p>	<p>Listening for specific information</p> <p>Infer main ideas</p>	<p>Listening Quiz</p>	<p>Create short presentations about specific topics</p> <p>Ask for and give opinions</p>	<p>Role plays</p>	<p>Skimming</p> <p>Scanning</p> <p>Reading for gist</p> <p>Find specific information</p> <p>Guessing the meaning of words from the context</p>	<p>Reading Quiz</p>	<p>Writing report</p>	<p>Present simple</p> <p>Present continuous</p> <p>Past simple</p> <p>Past continuous</p>	<p>Auxiliary verbs (do, be, have)</p> <p>Present Simple and Present Continuous</p> <p>Present Perfect Simple and Past Simple</p> <p>Defining relative clauses</p> <p>The passive</p> <p>Past Simple and Past Continuous</p> <p>Future plans</p> <p>Comparatives and Superlatives</p> <p>Future possibility</p> <p>Questions tags</p> <p>Modal verbs of obligation and prohibition</p> <p>Zero and First Conditionals</p> <p>with if/when/unless/as soon as</p> <p>Present Perfect Continuous and Present Perfect Simple</p> <p>Verb patterns with -Ing and infinitive</p> <p>Countable and Uncountable nouns</p>	<p>Listening 25%</p> <p>Speaking 25%</p> <p>Grammar and Vocabulary 25%</p> <p>Reading 25%</p>
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APPENDIX 4

INTERVIEW FOR LEVELS' COORDINATORS

This interview is aimed to know the coordinators' perception towards the English program at ILE in the Universidad Simon Bolivar.

Dear teacher: We request that you answer the following questions. Your answers will be used exclusively for research purposes. Please, talk about what you consider important and relevant to enrich this interview.

1. What's your name? _____
2. What Level do you have in charged? _____
3. How many students do you have per group? _____
4. What is the students' language level? _____
5. How long have you been coordinating those levels at ILE?
6. Do you have any syllabus to be followed in your levels? Yes _____ No _____
7. Did you have the opportunity to participate in the design of the syllabus in your levels?
Yes _____ No _____
8. If you did not have any participation in the design of the syllabus are you familiar with it?
9. If so, Can you describe the design process of the syllabus of your levels?
10. What is the goal of the program and how this level contributes to the achievement of that general goal?
11. Is the syllabus based on a national or an international policy? If so which one?
12. What is the language learning that the English program follow in the institution?
13. What teaching strategies are included in the syllabus?

14. Is the syllabus flexible in terms of using other teaching strategies that the teacher consider to apply in class? Why? Or Why not?
15. Do you consider that the numbers of hours per level are enough to achieve the objectives of the course? Why? Or why not?
16. Are the topics related to the context of the students? If so, mention some of them and explain why is connected with them?
17. Do they help students achieve the expected level? Why?
18. Are there any topics that you don't teach? Yes _____ No _____ which ones? And Why?
19. Does the ILE have resources for teachers to improve their classes? If so which ones?

APPENDIX 5			
Answers to the Interview with the Levels' Coordinators			
QUESTIONS	ANSWERS		
	TEACHER 1	TEACHER 2	TEACHER 3
1. What levels are you in charge of?	BASIC AND INTERMEDIATE 1	INTERMEDIATE 2 AND ADVANCED 1	5-6
2. How many students do you have per group?	30 Is the minimum stablished by the University.	30 studens in most of them	30
3. In terms of the CEFR, what is the students' language level?	According to what is stated in the book, the students in basic and Intermediate 1 must reach the A1 level	A1	A1-A2
4. Can you describe the process followed in order to design the syllabus of your levels?	As far as I remember, we took can do statements in the book and based on them we decided what the students should know and what the students must be able to to at the end of each level. After that, we were throughout the topics per unit in order to organize them in the syllabus. There were some units that we skipped because time was not enough and we considered that somehow, those topics were going to be taught in other level.	First level coordinators gather with the academic coordinator to discuss the amount of hours we have for the semester, starting and ending up dates are also given on this meeting, then we proceed to have the breakdowns done fixing the contents from the textbook within these schedule	First, we checked what we had, then we analyze the textbook followed by the courses, then we decided about the units and topics to be covered.
5. Did you have the opportunity to participate in the design of the syllabus in your levels?	Yes	Yes	Yes

QUESTIONS	ANSWERS		
	TEACHER 1	TEACHER 2	TEACHER 3
6. What is the goal of the program and how this level contributes to the achievement of that general goal?	<p>According to what is written in the syllabus: En el NIVEL I se pretende lograr que el estudiante comprenda instrucciones básicas de manera oral, e interpretar información y frases de letreros, carteles y catálogos; además, que escriba textos cortos suministrando información personal. De igual manera, que sea capaz de interactuar en una conversación utilizando expresiones y frases sencillas relacionadas con su entorno inmediato y asuntos muy habituales.</p> <p>En el NIVEL II, se pretende lograr que el estudiante comprenda instrucciones básicas de manera oral, e interpretar información y frases de letreros, carteles y catálogos; además, que escriba textos cortos suministrando información personal. De igual manera, que sea capaz de interactuar en una conversación utilizando expresiones y frases sencillas relacionadas con su entorno inmediato y asuntos muy habituales.</p>	<p>The goal is to help our students to increase their level of English pointing out to the final goal that is the A1 level according to the CEF; this level contributes by selecting the appropriated contents and materials to be given to Ss in this levels</p>	<p>Students (young adults and adults) get a level of proficiency (A2) according to the exposure of the language (about 300 hours) in this level</p>
7. Is the syllabus based on a national or an international policy? If so which one?	<p>Since the main base of the syllabus is the book and it is based on the CEFR, I guess that's the one.</p>	<p>It is Based in a national policy : Programa nacional de Bilinguismo: Colombia Very well.</p>	<p>Both CEFR and MEN</p>

QUESTIONS	ANSWERS		
	TEACHER 1	TEACHER 2	TEACHER 3
8. What is the language learning approach that the English program follow in the institution?	The communicative teaching approach.	Communicative approach	I think we, as institution do not follow a specific approach, it is a combination of traditional, communicative approach and others.
9. What teaching strategies are suggested in the syllabus?	Actually, after reading the syllabus, I realized that there aren't any strategies stablished.	To follow a writing process and in the use of the virtual room links related to grammar, reading , listening and also speaking.	There are many stratagies suggested.
10. Is the syllabus flexible in terms of using other teaching strategies that the teacher consider added to apply in class? Why? Or Why not?	As far as the procedures help to reach the goal, the teachers can use the strategies and materials that they consider could be useful in their classes. It is important for the development of the program.	The syllabus is flexible and the teacher can apply different strategies.	Yes it is, may use them in class, but the only one limitation is time.
11. Do you consider that the number of hours per level is enough to achieve the objectives of the course? Why? Or why not?	I strongly believe that more hours a week could help to reach the goal easily because most of our students do not have the basis to start the English program and there is a need of leveling them in order to have better results.	No , I have always considered that we need more teaching hours to develop a better semester in terms of results.	No, we need more hours to develop more practice of the language.
12. Are the topics related to the context of the students? If so, mention some of them and explain why they are connected with them?	Yes, there are. Among them, I can mention the greetings, buying things in the cafeteria, talking about thing they have got in life, talking about what they like and don't like.... Those topics are in the book in other contexts, but is the teacher who can help the students to think about those topics in their own context.	Yes,most of the topics are related to the conext of the students , for example "people and places"(NATIONALITIES - . working for a living"(JOBS)	Yes, all the topics are related to their context, ex: friends, media, lifestyle and free time.

QUESTIONS	ANSWERS		
	TEACHER 1	TEACHER 2	TEACHER 3
13. Do the topics help students achieve the expected level? Why?	Yes, First of all because they are part of a well structured course book, second the book is aligned with the CEFR.	Yes, if the teacher is demanding and offer Ss different teaching strategies.	Of course, because they are using a meaningful learning
14. Are there any topics that you don't teach? Yes _____ No _____ which ones? And Why?	Yes there are some: In the Basic level the unit number three and in the Intermediate 1 level the unit 10 due to time constraints and because those topics are in other levels of the series.	Yes there are some: Only from this level we are including half of the book topics , that we didn't include the last level (from unit 1 to unit 6 were omitted)	No
15. What is the name of the book used at ILE and if it follows the CEFR?	NEW TOTAL ENGLISH STARTER SPLIT EDITION. This book is made of two parts and from unit 1 to 5 correspond to Basic level and from unit 6 to 10 correspond to Intermediate 1 level.	NEW TOTAL ENGLISH ELEMENTARY second part for Intermediate II, and NEW TOTAL ENGLISH PRE-INTERMEDIATE for advanced 1. These books follow the CEFR.	New Total English Pre- Intermediate Book2, New Total English Intermediate Book 1
16. Does the ILE have resources for teachers to improve their classes? If so which ones?	Of course yes, we count on some flashcards, videos, realia, posters, labs, that can help to complement the classes.	Yes , there's a bunch of material which we can take advantage from , a not very big library but complete resources center which includes books , realia ,laptop computers , sets of clickers.	Yes, it does. A lot of books in the English library and posters
17. How do teachers assess the students in their learning process?	The teachers are supposed to give quizzes and presentations to the students. Each teacher decide when and how. Besides there is an assessment sheet with specific percentages per ability.	We follow an assessment which for each semester is program in three terms . each term is divided in three parts as well , quizzes and activities : 40% mid-term or final 40% writing process 10% and class participation 10%.	All the time, because is a permanent process

APPENDIX 6

ENCUESTA A ESTUDIANTES

Apreciado Estudiante:

El fin de esta encuesta es la recolección de datos relevantes en el proceso de investigación sobre la incidencia del curso de inglés en los resultados obtenidos por los estudiantes en las pruebas saber pro.

Lea cada pregunta y conteste a cada una de ellas

PREGUNTA 1 ¿Cree usted que la duración del programa de inglés es suficiente para alcanzar el un buen manejo de la lengua extranjera?

Completamente de acuerdo ____

De acuerdo _____

En desacuerdo ____

Completamente desacuerdo _____

PREGUNTA 2 ¿Piensa usted que los temas desarrollados contribuyen a alcanzar un nivel de inglés satisfactorio de acuerdo con el propuesto por el programa?

Complemente de acuerdo ____

De acuerdo _____

En desacuerdo ____

Completamente desacuerdo _____

PREGUNTA 3 ¿Considera que los contenidos desarrollados son apropiados para que usted alcance un buen promedio en las pruebas saber pro?

Complemente de acuerdo ____

De acuerdo _____

En desacuerdo ____

Completamente desacuerdo _____

PREGUNTA 4 ¿Durante el desarrollo del curso, las lecturas fueron de más simples a más complejas a lo largo de los niveles?

Complemente de acuerdo ____

De acuerdo _____

En desacuerdo ____

Completamente desacuerdo _____

PREGUNTA 5 El vocabulario aprendido durante el curso fue incrementando de forma tal que contribuyó en tu desempeño en la clase de Inglés

Complemente de acuerdo ____

De acuerdo _____
En desacuerdo _____
Completamente desacuerdo _____

PREGUNTA 6 Seleccione las estrategias de lectura que usted aprendió durante el curso de inglés:

Hacer una lectura rápida para ver de qué trata el texto _____
Buscar información específica _____
Contextualizar el texto en su contexto cultural _____
Hacer preguntas acerca del contenido _____
Hacer predicciones _____
Realización de gráficos para organizar ideas _____
Identificar la idea principal y re- escribirla en sus propias palabras _____
Evaluar la lógica del texto y su credibilidad e impacto emocional _____
Explorar las semejanzas y diferencias entre textos para comprenderlo mejor _____

PREGUNTA 7 Seleccione las estrategias para aprender vocabulario que usted aprendió durante el curso de Inglés

Aprender el vocabulario antes de una lectura o de una unidad _____
Encontrar y usar la misma palabra en diferentes contextos _____
Relacionar las palabras con las fotos _____
Ver la palabra en contexto para identificar su significado _____
Hacer un mapa de palabras _____
Elabora bancos de palabras _____

PREGUNTA 8 Seleccione las estrategias para aprender gramática que usted aprendió durante el curso de inglés:

Repetir practicando con sonido y sistema de escritura, usar formulas, recombinar y practicar naturalmente _____
Presentación de la regla gramatical seguida por ejemplos _____
Aplicar las reglas para aprender o producir la segunda lengua o sacar conclusión de las reglas basados en el análisis de la lengua _____
Usar información disponible para sacar significado y predecir nuevas oraciones y llenar espacios en blanco _____
Relacionar nueva información con información anterior _____
Presentar la gramática en un contexto específico _____

APPENDIX 7

Lesson plans transcriptions		
RECORDING 1. Class #1		
Date:	2015-10-01	Language Learning strategies (Oxford, 1990).
Time:	4:00 – 6:00 Pm	
Number of students:	32	
Number of teachers:	1	
Course:	BASIC LEVEL	
Place:	Universidad Simón Bolívar	
Conventions :	WNP=Word not permitted in class ED=Events that disturbed SS=Students T=Teacher XXXXX Inaudible Pause:	
	Information	Comments
1T-	Page 38 only the answers. There four exercises. One two three and four only the answers	Instruction
1SS	What is THIS on my plate?	Respond
2T-	Ok. Number one and two. Number one is an example.	Instruction
2SS	And what are THESE in my salad?	Respond
3T-	Ok. Next one. Volunteers. please	Direction maintenance (<i>Wood and Bruner</i>)
3SS-	And what's THAT on her plate?	Respond
4T-	And the last one?	Direction maintenance (<i>Wood and Bruner</i>)
4S1-	What's in those sandwiches?	Respond
5T-	Now let's work on grammar and vocabulary with possessive exercises 1, 2 and 5	<i>Transition new instruction</i>
5SS	(students take time to do the exercises)	Discussion
6T-	Ok. Number one is an example. Is free this car park. This car park is	Instruction

	free. Volunteers for number 2. Wait , wait, yes please	
6SS-	It's an expensive computer	Response
7T-	Good...number three	Positive feedback
7SS-	They aren't very big	Response
8T-	Ok, let's continue...number four	Direction maintenance (<i>Wood and Bruner</i>)
8SS	Are your sandwiches fresh?	Response
9SS-	That's a very old phone	Response
9T-	Perfect! The last one!	Positive feedback
10S2-	This is a nice restaurant!	Response
10T-	Ok. Perfect. Now, we are going to continue with exercise number four. Hasta ahora la gramática se ha concentrado en lo que es verbo to be. Todas las oraciones tienen verbo to be. Antes del verbo viene el sujeto o el demonstrative y luego viene el verbo y luego viene el adjetivo y luego un sustantivo. Questions? En algunas el sujeto va acompañado del posesivo. Now we are gonna make a review. These are the questions and these are the answers. What are going to do? You are going to create a conversation. Listen. Page 35 exercise 5. You have to use the examples on the board and you are also going to use this. Page 35 exercise 5. Van a practicar en parejas una pequeña conversación. Van a usar estas preguntas, aquí aparece umbrella y shoes pero en el tablero tienen la lista de cosas por las que van a preguntar. For the answer you are gonna go to page 35 exercise 5. How much is that computer? That computer is 3.45. Here you are. Here is your change. Thank you. Using singular and plural	<i>Grammar emphasis</i> <i>Use of L1 and L2 explanation</i>

11S3	Tenemos que usar los que son para uno y los que son para varios.	L1 Respond
11T-	Si. You have five minutes. Five minutes to prepare the conversation. (take time to do the conversation)	Use L1 and L2 Instruction repetition
12T	How much is this?	Conversation, pronunciation. Rote repetition.
12SS	How much is this?	Conversation, pronunciation. Rote repetition.
13T	How much is that?	Conversation, pronunciation. Rote repetition.
13SS	How much is that?	Conversation, pronunciation. Rote repetition.
14T	How much are those?	Conversation, pronunciation. Rote repetition.
14SS	How much are those?	Conversation, pronunciation. Rote repetition.
15T	How much are these?	Conversation, pronunciation. Rote repetition.
15SS	How much are these?	Conversation, pronunciation. Rote repetition.
16T	Here you are!	Conversation, pronunciation. Rote repetition.
16SS	Here you are!	Conversation, pronunciation. Rote repetition.
17T	Thank you!	Conversation, pronunciation. Rote repetition.
17SS	Thank you!	Conversation, pronunciation. Rote repetition.
18SS	Here's your change.	Conversation, pronunciation. Rote repetition.
18T	Thank you.	Conversation, pronunciation. Rote repetition
19SS	Thank you.	Conversation, pronunciation. Rote repetition
19T	Now I'm going to... XXXXX say the sentence.	Inaudible- giving instruction
20SS	XXXXXX XXXX	Inaudible
20T	No, no, no... Everybody quiet. Listen to the conversation, please.	Behaviour
21SS	Sh sh sh	Behaviour
22SS	Here you are...	Respond
21T	Dingle, dingle, dingle, dingle.	Creating a positive affective domain

		Using games
23SS	XXXXXX	Inaudible
22T	Here I go, okay, now... Quiet!	Behaviour
24SS:	How much is that...	Practicing recognizing and using formulas and patterns
25SS:	Computer.	Practicing recognizing and using formulas and patterns
23T	Hay por favor, es que no escuchen ustedes hablan demasiado. Quiet, again, please, I'm so sorry.	Use of L1. Behaviour
26SS:	They are...XXXX 52.20	Practicing recognizing and using formulas and patterns
27SS:	Here you are.	Practicing recognizing and using formulas and patterns
28SS:	Thank you.	Practicing recognizing and using formulas and patterns
24T:	Here is... Dingle, dingle, dingle, dangle...	Creating a positive affective domain Using games
29SS	Please.... Respect	Behaviour
30SS:	How much is the computer?	Practicing recognizing and using formulas and patterns
31SS:	XXXX 8.35	Practicing recognizing and using formulas and patterns
25T	8.35 Huh?	Use L2 nonverbal language
32SS:	XXXX	Inaudible
26T	Perfect!	Positive feedback
33SS:	XXXX XXXXX Dingle	Affective strategies oxford Encouraging yourself taking risks wisely
27T:	Wait! XXXXX XXXX	Reducing degrees of freedom in the task in order to make it manageable
34S:	XXXX XXXX XXXXXX	
35SS:	How much is that.....	Practicing recognizing and using formulas and patterns
36SS:	Companeros....	Use of L1
28T:	La misma pregunta, REPITA!	Use of L1
37S:	XXXXXX XXXXX	Inaudible
38SS:	They are.....	Practicing recognizing and using formulas and patterns
29T:	XXXX XXXX	Inaudible
39SS:	XXXXXX XXXXXX	Inaudible
40SS:	Thank you.	Practicing recognizing and using formulas and patterns

41SS:	XXXXXX	Inaudible
30T:	Quiet, everybody!	Behaviour
42SS:	How much is that surfboard?	Practicing recognizing and using formulas and patterns
43SS	They are a hundred dollars!	Practicing recognizing and using formulas and patterns
31T:	Okay, repeat after me... Here you are!	Conversation, pronunciation. Rote repetition
44SS	Here you are!	Conversation, pronunciation. Rote repetition
32T:	Here's your change.	Conversation, pronunciation. Rote repetition
45SS	Here's your change!	Conversation, pronunciation. Rote repetition
33T:	Page 36 in books. Open dialogue ... answer the questions... Listen _Page 36 – what are you going to do? You're going to listen to the conversation and you're going to complete... XXXX	Instruction
46SS	XXXXXX XXXX	Inaudible
Audio Listening activity.	. CD 1 Track 51	
34T	Las palabras con las que tienen que completar..... here we go again.	Instruction
Audio	CD 1 Track 51	
Audio	CD 1 Track 51	
35T	Number 1	Eliciting
47SS	XXXX	Inaudible
36T	Number 2 Hot..	Eliciting
48SS	XXXXXX	Inaudible
37T	Number 3	Eliciting
49SS	Cold	Respond
38T	Cold – Cold Number 4	Eliciting- repetition
50SS:	XXXX XXXX	Inaudible
39T:	Okay, para terminar to finish....	L1 and L2
51SS	XXXXXX XXXXXX	Inaudible

APPENDIX 8

Lesson plans transcriptions		
RECORDING 1. Class #2		
Date:	09/10/2015	Language Learning strategies (Oxford, 1990).
Time:	12:00- 1:30 PM	
Number of students:	32	
Number of teachers:	1	
Course:	INTERMEDIATE 1	
Place:	Universidad Simón Bolívar	
Conventions :	WNP=Word not permitted in class ED=Events that disturbed SS=Students T=Teacher XXXXXX Inaudible ... pausa	
	Information	Comments
1T	I will start with this...	Initiation
1SS	XXXXXX	Inaudible
2T	A singular verb, what do you do, tell me examples or sentences ... We started with some verbs	Grammar emphasis. Use of metalanguage.
2SS	XXXXXX	Inaudible
3T	Yes... but tell me what is the...the... the third form.	Repetition Grammar emphasis. Use of metalanguage.
3SS	XXXXXX	Inaudible
4T	Affirmative, what else?...	Eliciting and grammar emphasis
4SS	XXX	Inaudible
5T	Good, anybody, affirmative	Positive feedback- grammar emphasis
5SS	Negative	Respond
6T	Negative, OK and....	Positive feedback- eliciting

6SS	and answers	Respond
7T	And answers or questions like XXXX right? OK so can you tell me one of the examples or write one example on the board XXXX Tell me examples of the of the book no problem you can write example of the book Do you have the book? yeah	Eliciting encouraging
7SS	ese es el pasado XXXX	Use of L1
8T	thank you	Courtesy
8SS	XXXX	Inaudible
9T	Yeah no problem, that'd be good, thank you, alright, no we are just XXX you. Ok page 91, page 91.... So can you tell me what's the verb in the sentence?	Repetition - Eliciting
9SS	help	Respond use of L2
10T	OK help. Now I see XXXXX that there are 2 kinds of verbs, regular and irregulars, what is this one?	Positive feedback -grammar emphasis - eliciting
10SS	Regular	Respond use of L2
11T	Ok! This is? ...	Positive feedback - eliciting
11SS	Regular	Respond use of L2
12T	Alright, when I use regular... what is the characteristic of regular verbs?	Grammar emphasis. Use of metalanguage.
12SS	XXX	Inaudible
13T	OK! Does not change, s you have to add ED or...	Positive feedback – giving explanation
13SS2	XXX no se le agrega	Use of L1

14T	ED or...?	Eliciting
14SS1	IED	Respond
15T	Yeah so there are 3 forms, one is ...	Grammar emphasis- Eliciting
15SS1	D	Respond
16T	ED, right? OKXXX ok so, amm... somebody can write to me a sentence negative or could be the same	Eliciting positive
16SS2	XXXX	Inaudible
17T	Yes but there is... OK, last class I explained the two forms of verbs regular and irregular, right? And we checked some verbs I explained this and said, before to continue with that I give you an example like WIN and WE... remember WE	Grammar emphasis. Use of metalanguage.
17SS1	WON	Respond
18T	OK that's the past, that's regular or irregular?	Grammar emphasis. Use of metalanguage.
18SS1	Irregular	Respond
19T	Irregular, because I said to you that change completely, yeah change completely so, and I explained also to use the difference between this one, this one and this one. Remember?	Grammar emphasis. Use of metalanguage.
19SS	Silence	Behaviour
20T	What's the difference? About win, earn	Eliciting
20SS1	Won	Respond

21T	Yeah, but what is the difference between earn and past verbs? I explained to you that	Eliciting
21SS1	XXXX	Inaudible
22T	Yeah, no but the context... WIN, when you win a competition, when you win the lottery and here...	Giving explanation
22SS1	Exams	Respond L2
23T	Exams, very good. Earn?	Positive feedback eliciting
23SS1	Money	Respond L2
24T	Alright, so, this one is regular or irregular?	Eliciting use of metalanguage
24SS2	Regular	Respond L2
25T	Regular, and this one is?	Eliciting - Grammar emphasis
25SS1	Irregular	Respond use of L2
26T	Ah?	Nonverbal language
26SS1	Irregular	Respond I2
27T	did you see in the list this one and this one? Look and the list XXX Check if you see this verbs, past and present, check it out, this is the list, and this is....Nope? In the second column, right here? Because is irregular XXX	Eliciting - Giving instruction - Grammar emphasis- Use of metalanguage
27SS1	XXXX	Inaudible
28T	Ok so is... is what?	Positive feedback -Eliciting
29SS1	Regular	Respond
29T	Regular, and this one is?	Eliciting – Use of L2

30SS1	Regular	Respond
30T	OK, so, how can I write the past tense with D IED or ED?	Grammar emphasis. Use of metalanguage.
31SS1	ED	Respond
31T	aha, what about XXX	Nonverbal language eliciting
32SS	ED	Respond- Use of L2
32T	OK, now, with negative form right. I want to use the same sentence	Giving instruction
33SS2	XXXXXX	Inaudible
33T	What?	<i>Ask for repeat the answer</i>
34SS1	que si XXX antes de la vocal	Use of L1
34T	this one? This one? Ok I'm going to show you an example, for example: We have play and we have study, so look at here, when you see a vowel, here you have XXX D or IED?	Repetition – <i>giving examples to understand grammar</i>
35SS1	ED	Respond
35T	Aah, when you CELLPHONE RINGING. Can you turn...? Yes. XXX... so study	Nonverbal language – Behaviour- Inaudible – eliciting
36SS1	Se le cancela la...	Use of L1
36T	Yes because here you have a vowel, when you have XXX	Grammar emphasis- inaudible
37SS2	XXXX la consonante	Inaudible – Use of L1
37T	When you have the consonant IED, when you have Y here and a vowel here you see ED, when you see the consonant here you have to put IED, yeah?	Grammar emphasis. Use of metalanguage.
38SS1	Yes	Respond

38T	Good. So here we have amm... I...But XXX a particular thing we have to use a XXX extra word XXX did you see this word before? Yes?	Positive Feedback- grammar emphasis- inaudible- eliciting
39SS1	Yes	Respond
39T	Did you see that word before? Didn't, didn't is the auxiliary verb of ... good evening, good evening...	Eliciting – <i>someone came late to class</i>
40SS1	SS1: didn't help her brother with his homework	Respond
40T	let me erase... Now let's check out the verb. What is the difference when you see here and here? It has to do with the verbs, the first affirmative and the second one negative	Grammar emphasis. Use of metalanguage.
41SS2	Se le quito la ED	Grammar emphasis. Use of metalanguage. <i>Use L1</i>
41T	Aha	Nonverbal language
42SS1	XXXX	Inaudible
42T	Aha, is normal. Because here we have the..	Nonverbal language- eliciting
43SS1	Negative	Respond
43T	Because here you have the auxiliary verb	Grammar emphasis. Use of metalanguage.
44SS1	Teacher pero en el segundo XXX en la pregunta también queda igual.	Use of L1 and L2
44T	Exactly, very good.	Positive feedback
45SS	solo se cambia en afirmativa	Use of L1
45T	Yeah but the position of cause here we have, when I see interrogative, here you have this...	Grammar emphasis. Use of metalanguage.
	NOISE	

46T	With you, he what?	Reducing degrees of freedom in the task in order to make it manageable
46SS1	XXXX	Inaudible
47T	What?	<i>Ask for repeat the answer</i>
47SS1	her brother	Respond
48T	Help what? Did you help?	Eliciting
49SS1	my brother in the homework	Respond
49T	I have to say XXX because I don't have money for that, so did you help his brother with his homework?	Eliciting
50SS2	Yes	Respond
50T	Alright?	Eliciting
51SS1	yes	Respond
51T	So, yes.	Repetition
52SS1	Yes I did. no I didn't,	Respond
52T	No, no I didn't, alright?? Did you help his brother with his homework? Yes I did? Or no I didn't? So notice that as Luque says, the verbs in negative is normal and interrogative too. The only one is in...	Eliciting – Oral language: rephrasing
53SS1	Affirmative.	Respond
53T	In affirmative form. Alright? OK. So any questions from now? For regular and irregular verbs it is a review because last class we classified the verbs in regular and irregular showed you the list on page 123 and I checked some verbs and we practiced the difference of this one and this one. So this is regular verbs. What happens if I change this verb? Let go	Grammar emphasis. Use of metalanguage.

	here and then the verb... and here I put	
54SS1	the verb	Respond
54T	Yes, aha, so what, what verb can I use for this one? I,I ... I what? Maybe if you can change the sentence, if you want tell me one irregular verb for this that you can use for this, or maybe you can change the sentence. We can say for example.	Eliciting- Grammar emphasis
55SS1	XXX	Inaudible
55T	XXX. OK. AH	Positive feedback
56SS1	XXXX	Inaudible
56T	I'm not sure about that, another. Or if is difficult to do we can change the sentence	Contextualizing: supplement words (Krashen & Cummins)
57SS	xxx	Inaudible
57T	What?	<i>Ask for repeat the answer</i>
58SS	xxx	Inaudible
58T	no...	<i>Correct the answer (Davies)</i>
59SS1	XXXX	Inaudible
59T	Ahh...ok. xxxx this could be by you know, so what is the verbs	Nonverbal language- inaudible- Eliciting
60S	It is in the book	Respond
60T	What? It is....	Eliciting
61SS	send	Respond
61T	Send right, but like this? xxxx You are lady. Daisy? I always confuse daisy and lazy, SO THIS VERB IS regular or irregular?	Grammar emphasis. Use of metalanguage.

62SS	Regular	Respond
62T	Regular? Really?	Clarify (<i>Davies</i>)
63SS1	xxx	Inaudible
63T	Now we're going to work on irregular, so what is the past tense of send?	Grammar emphasis. Use of metalanguage. Eliciting
64SS1	SAID, pero con t	Respond
64T	I sent. I sent her brother, which is awkward. you know I think the sentence is different. I don't know. Did you do that in your...? did you do that by yourself because you wrote the sentence. Exercise what. Ok good. So send. how can I write the second one.	Repetition – eliciting -
65SS	XXX	Inaudible
65T	How can you do that? The second sentence in negative form? How can you write the second sentence in negative form? Did you write send or sent in the second sentence? Send with D? send with T? Normal or irregular?	Grammar emphasis. Use of metalanguage.
66SS	XXX in negative form	Respond
66T	wow don't tell me. OK so practice. XXXX	Positive feedback
67SS	XXXXXXXX	Inaudible
67T	Volunteer?	Direction maintenance (instructional scaffolding (<i>Wood- Bruner</i>))
68SS	XXXXXXXX	Inaudible
68T	Normal, she said normal. Go write it. Normal is here. OK go ahead. When is negative. Go ahead	Repetition- Direction maintenance (instructional scaffolding (<i>Wood- Bruner</i>))

69SS	XXXX	Inaudible
69T	What? In the negative form, yeah	Eliciting – clarify (<i>Davies</i>)
70SS	Ah ok.	Nonverbal language- positive feedback
70T	OK, very good! Excellent, congratulations! Happy face! I can send her xxxx. Ok interrogative..	Positive feedback
71SS	xxx	Inaudible
71T	the same thing? OK the same thing, now the exercise that you, you take this exercise yeah. This exercise was located in page 91. Exercise 5, remember? write that XXXX now, in the same page 91...shh.91 you have exercise number 6, ok but this in particular you have to write only regular verbs, this are or this is, this one is'?	Eliciting
72SS2	send	Respond
72T	Yes but this one is?	Eliciting
73SS	Irregular,	Respond
73T	Yes irregular and the other exercise we are going to do is	Eliciting
74SS	regular	Respond
74T	Yes 91 exercise 6XXX regular verbs, as you see, if you go to the list at the back of the book. XXX is not on the list, listen is one the list? Can you check it out, 123? Did you see listen in this list?	Grammar emphasis. Use of metalanguage.
75SS	xxxx	Inaudible
75T	Did you see?	Eliciting

76SS1	No	Respond
76T	So that means is...? Irregular verb?	Eliciting
77SS1	regular	Respond
77T	Is?	Eliciting
78SS	Regular verb	Respond
78T	Is regular verbs. So these are, or most of them are regular. The idea of the exercise is to write it in present or past? We are to write it in?	Grammar emphasis. Use of metalanguage.
79SS2	Present.	Respond
80SS	Past	Respond
79T	In past simple, in past simple you have to write it like this. With D, ED or IED. But, they are not, they are not in order, you have to find the verb in the correct sentence, because you don't eat, for example eat the homework a menos que sea el perro, which is the only animal that can eat the homework but the rest no, so you have to put the correct verb into the correct sentence for example, when my father was a teenager, he hated listen...	Repetition Grammar emphasis. Use of metalanguage. <i>Use of L1 and L2</i>
80SS	XXXX	Inaudible
80T	Really? Yes very good, I mean like this... is perfect.	Positive feedback
81SS	No	Negative feedback
81T	No? Ah is with t + so can you do that, so I will give you 5 minutes to do that, and you can make groups. Alright, the exercise is number 6, complete the text with the verbs from the box in the past simple. So this is the story of this man, this is his father.	Giving instructions – Positive feedback

	SILENCE	
82SS	xxxx	Inaudible
82T	Thanks you, yeah.	Courtesy
83SS	xxxx	Inaudible
83T	No, you xxx him. You can write the space number 2 and write number 3. Yeah OK, good.	Positive feedback - Direction maintenance (instructional scaffolding (<i>Wood-Bruner</i>))
84SS	xxx	Inaudible
84T	Alright, let's check it out the answers.	Feedback
85SS	XXXX	Inaudible
85T	don't XXXXX volunteers, oh! No! XXX finish. Number 7, remember, participation is very important.	- Direction maintenance (instructional scaffolding (<i>Wood-Bruner</i>)) - Positive feedback
86SS2	esperate ahí, el primero es DID	Use of L1 and L2
86T	OK, go. Go, go go	Positive feedback
87SS2	Teacher...	Compensation strategies (B. Overcoming limitations in speaking and writing. 2. Getting help Oxford
87T	Yes it what you say	Positive feedback
88SS	XXXX si me equivoque, lo hicieron de maldad	Use of L1
88T	No but I'm not that person, I'm not evil.	Positive feedback
89SS	XXX	Inaudible
89T	Yeah, that's ok. Yeah, very good, congratulations, my god, very good, come here.	Positive feedback
90SS	xxx	Inaudible
90T	It's ok, number even is need Number 9, number 09 is.	Direction maintenance

		(instructional scaffolding (<i>Wood-Bruner</i>) -
100SS	teacher, no XXXXX	Memory strategy (reviewing well) Oxford <i>año</i>)
100T	I think the verb is incorrect, is not hate	Clarify (<i>Davies</i>)
101SS	start	Respond
101T	No. no. another word. It's not the verbs	Correct (<i>Davies</i>)
102SS	XXX	Inaudible
102T	Number one is ok, number two its ok number 3 is good. 4 is perfect, my god xxx number 5 its ok, number 6 it's not ok, the thing in number 6 so you have to change, number 6 and number 8. Number 6 is not number six but number 8, Duque put number 6 in number 8 please, aha, yes. That's right. Number 9?	Direction maintenance (instructional scaffolding (<i>Wood-Bruner</i>) – Eliciting- Nonverbal language- Positive feedback
103SS	Number 9?	Repetition
103T	yes number 9, after 8 and before 10	Clarify (<i>Davies</i>)
104SS	XXX	Inaudible
104T	Excellent, started. Ok listen and repeat, listen and repeat. XXX the correct answers.	Positive feedback - Direction maintenance (instructional scaffolding (<i>Wood-Bruner</i>))
105SS2	Si ya	Use of L1
105T	Yeah? For one, lived	Grammar. Pronunciation. Rote repetition
106SS	Lived	Grammar. Pronunciation. Rote repetition
106T	Parked	Grammar. Pronunciation. Rote repetition
107SS	Parked	Grammar. Pronunciation. Rote repetition
107T	Washed	Grammar. Pronunciation. Rote repetition
108SS	Washed	Grammar. Pronunciation. Rote repetition

108T	watched	Grammar. Pronunciation. Rote repetition
109SS	watched	Grammar. Pronunciation. Rote repetition
109T	listened	Grammar. Pronunciation. Rote repetition
110SS	listened	Grammar. Pronunciation. Rote repetition
110T	surf	Grammar. Pronunciation. Rote repetition
111SS	surf	Grammar. Pronunciation. Rote repetition
112SS	hated	Grammar. Pronunciation. Rote repetition
112T	needed	Grammar. Pronunciation. Rote repetition
113SS	needed	Grammar. Pronunciation. Rote repetition
113T	worked	Grammar. Pronunciation. Rote repetition
114SS	worked	Grammar. Pronunciation. Rote repetition
114T	started	Grammar. Pronunciation. Rote repetition
115SS	started	Grammar. Pronunciation. Rote repetition
115T	worked	Grammar. Pronunciation. Rote repetition
116SS	worked	Grammar. Pronunciation. Rote repetition
116T	Hated	Grammar. Pronunciation. Rote repetition
117SS	hated	Grammar. Pronunciation. Rote repetition
117T	surf	Grammar. Pronunciation. Rote repetition
118SS	surf	Grammar. Pronunciation. Rote repetition
118T	listened	Grammar. Pronunciation. Rote repetition
119SS	listened	Grammar. Pronunciation. Rote repetition
119T	watched	Grammar. Pronunciation. Rote repetition
120SS	watched	Grammar. Pronunciation. Rote repetition

120T	parked	Grammar. Pronunciation. Rote repetition
121SS	parked	Grammar. Pronunciation. Rote repetition
121T	lived	Grammar. Pronunciation. Rote repetition
122SS	lived	Grammar. Pronunciation. Rote repetition
122T	So, as you noticed the pronunciation a bit different... not read, read, not need, needed, in the past the pronunciation changes, right? Now, let's go on page 92 and XXX right? No, page 92 here we have the reading, but I would like to tell you something, remember a long time ago when I say OK, shh... to read something, we have to take into account some strategies, remember?	Eliciting - Giving instruction - Grammar emphasis- Contextualizing (Use background knowledge SDAIE strategies)
123SS	Yes	Respond
123T	So tell me here... you have the tittle, right? and the photo, so here we have to export what do you think is gonna be the XXXXX about.. look at the photo... who is he? What do you think about this? About this man, this man, so try to tell me, what's gonna be the reading about? Focus on the tittle.... What do you think is gonna be the reading about? Is about carol the teacher?	Eliciting
124SS	No	Respond
124T	Is gonna be about,	Eliciting
125SS	A writer	Respond
125T	About money? About a writer... oh! He looks like a writer, right? It could be like... what's his name? XXXX	Eliciting
126SS	No	Respond

126T	But he's like a writer, he says. OK that a good perspective, because writers look like this, they don't look like Kardashian's family, right? XXX writers look like XXXX... Kim Kardashian, she looks like a model, right? Ok, who want to be XXX , who want to be XXXX, raise your hand... Karla? No? Because I don't want to XXX so in the questions, right? So what is the connection with the title of the photo? , who want to be XXXX ? XXX look like a man...what do you think the story is about?	Contextualizing (Use background knowledge) SDAIE Strategies Positive feedback – Eliciting
127SS	De como XXX	Use of L1
127T	Maybe, but how can you go fast money? Immediately? So, today Im poor, so tomorrow oh!!!! XXX	Contextualizing (Use background knowledge) – Inaudible – Eliciting
128SS	XXXX	Inaudible
128T	About the? About the?	Eliciting
129SS2	XXXX	Inaudible
129T	XXX about who?	Eliciting
130SS	XXX	Inaudible
130T	I don't know his name but... about the man the story is about the man, right?	Eliciting
131SS	aja! Como ahi dice	Use of L1
131T	Ok!	Positive feedback
132SS	XXXXX	Inaudible
132T	what? Ok! So tell me, I would like a volunteer can read the first part, OK! the volunteer is Leidy.	<i>Ask for repeat the answer</i>
133SS	pero me da punto	Use of L1
133T	OK! No problem, go, you listen.	Positive feedback
134SS	Curt Degerman from Sweden wasn't an average man	Cognitive strategies (Practicing- 1. Repeating) Oxford

134T	Is not an average man	Repetition
135SS	Sorry teacher. He didn't work and he didn't change his clothes very often. He walked the streets all day and collected tin cans from bins. In XXXXXX	Courtesy - Cognitive strategies (Practicing- 1. Repeating) Oxford Xxx (Wrong pronuntiation)
135T	two thousand and eight	Repetition
136SS	Curt died. His family checked his bank account. They were very surprised. Curt wasn't poor, he was rich. He was almost a millionaire. There was... seven thirty one...	Cognitive strategies (Practicing- 1. Repeating) Oxford
136T	OK! I say it in Spanish. Setecientos treinta y uno. How do you say: setecientos? setecientos? Setecientos?	Positive feedback – Use of L1 Eliciting
137SS	seven hundred	Respond
137T	OK mister Javier, seven hundred. Treinta y uno?	Positive feedback – Use of L1
138SS	thirty one	Use of L2
138T	Thirty one. OK! Mil, how do you say: Mil?	Repetition- positive feedback – Use of L1
139SS	Thousand	Respond
139T	Thousand, here is pound, this symbol is pound, pound no dollars, no euros, no pesos, pounds!	Repetition - Vocabulary explanation
140SS	parece XXXX	Use of L1
140T	libras esterlinas, yes.	Use of L1 and L2
141SS	teacher	Ask for question
141T	yeah?	Respond
142SS	how money the country?	Eliciting
142T	The country is London, Europe. Especially in London. Because they	Respond- eliciting – Vocabulary explanation

	don't have euros. Because you know. The queen, Elizabeth the Queen XXXXX the XXXX have the queen, right? That's not you, right? In London, is in London. In France in the past they used pounds too.	
143SS	oh no XXXX	
143T	so what	Eliciting
144SS	Parecen libras	Use of L1
144T	the notes means, billete, you know xxx the queen, they don't have Euros. It is in London, London. in France in the past they used pounds too.	Use of L1 – Giving explanation
145SS	no, no... francos.	Use of L1
145T	francos, yeah, I'm not millionaire, so I don't have money	Use of L1-
146SS	xxxx	Inauible
146T	Ok continue.	
147SS	in his bank account and another two	Cognitive strategies (Practicing- 1. Repeating) Oxford
147T	Two hundred, everybody help. Two hundred,	Repetition
148SS	fifty	Vocabulary. Pronunciation. Rote repetition
148T	fifty	Vocabulary. Pronunciation. Rote repetition
149SS	millions	Vocabulary. Pronunciation. Rote repetition
149T	millions? No, fifty?	Eliciting
150SS	thousand.	Respond
150T	Fifty thousand, Euros? No...	Eliciting
151SS	pounds.	Respond
151T	pounds!!!	Repetition

152SS	how did Curt become so rich? Did he play the lottery and win? No, he didn't. Curt didn't earn a lot of money, but he earned a few pennies everyday from collecting tin cans. He was very careful with his money. He didn't spend it. He invested in shares. Curt looked at the business newspaper everyday and his shares were successful. That's how he became a millionaire- almost!	Cognitive strategies (Practicing- 1. Repeating) Oxford
152T	Almost! So, OK! What do you think about the story, it seems interesting, is boring... is good is bad	Eliciting
153SS	Is so so	Respond
153T	Is so so... Did he win the lottery? Did he win the lottery?	Repetition - Eliciting
154SS	No	Respond
154T	What happened? Tell me how he became millionaire with no lottery... What did he collect? What things did he collect? Bananas, Euros... house	Eliciting – Contextualizing (Supplement words)
155SS	no	Respond
155T	what? He collected something	Eliciting
156SS	house	Respond
156T	No, for example, imagine. I want to give an example from a contest here in Barranquilla especially in carnivals. You know when you are dancing, where you are drinking beer there is xxx looking around, what things are they looking around?	Feedback Contextualizing use background knowledge –eliciting
157SS	las latas de cerveza	Use of L1
157T	OK, so, how can I say that in English?	Positive feedback- Eliciting

158SS	xxxx	Inaudible
158T	So he collects what? How can I say that?	Eliciting
159SS	las latas de cerveza	Use od L1
159T	Ok! Yes but in English.	Positive feedback – Clarify -Eliciting
160SS	Can	Respond
160T	Ok can and xxxx	Positive feedback – Inaudible – Eliciting
161SS	tin	Respond
161T	tin so imagine maybe the future, when someone that in carnival collected all those things, and die, maybe the housewife can be surprised that there is a lot of money because tin cans if you collect a lot... Yeah! The profession or the teacher thing is gonna be XXXX	Contextualizing (Use background knowledge) Eliciting
162SS	xxxxxx	Inaudible
163T	so, I think, OK... xxx years and years of collecting tin cans, one year? I don't think so, yeah I don't know maybe... a million, a million of tin cans....	Positive feedback – Eliciting
163SS	More	Respond
164T	more? Yeah... it could be more so XXX collect all the tin cans	Feedback – Positive feedback
164SS	Teacher, eh... aca in Spanish	Use of L1 and L2
165T	In Spanish? Spanish is a beautiful language	Encourage to use L2
165SS	xxx	Inaudible
166T	Yeah! But... do you understand?	Positive feedback
166SS	Yes!	Respond

167T	Do you understand? That's very good that you try to help people. Tell me about it! Alright! So, here he has this exercise. Number 4. You have to write TRUE or FALSE. According to the reading. Right? So tell me, read the text again, you have to read the text again. Are the sentences true or false? Correct the false sentences. Correct the false sentences. Number 1: Curt lived a normal live. Diana Paola, true or false? Who's Curt? He lived a normal live? True or false? Normal life, do you think so? he lived a normal live?	Eliciting – Giving instructions
167SS	xx	Inaudible
168T	what?	Ask for repeat the sentence
168SS	Teacher finish!	Use of L2
169T	Oh my god, you are fast and furious! So...	Positive feedback
169SS	xxxxxxxx	Inaudible
170T	xxx really?	Eliciting
170SS	true!	Respond
171T	so, you think is true? I don't know a person that collects tin cans, is a normal life? So when I finish my class I'm going collect tin cans. Yeah? Because I' need more money	Eliciting
171SS	xxxxx	Inaudible
172T	But this is normal life for you?	Eliciting
172SS	seño maybe	Use of L1 and L2

APPENDIX 9

Lesson plans transcriptions		
RECORDING 1. Class #3		
Date:	October 29th 2015.	Teaching strategies
Time:	8:30 – 10:00 am	(SDAIE strategies Krashen & Cummins)
Number of students:	14	
Number of teachers:	1	
Course:	INTERMEDIATE 2	
Place:	Universidad Simón Bolívar	
Conventions :	WNP=Word not permitted in class ED=Events that disturbed SS=Students T=Teacher XXXXX Inaudible ... pausa	
	Information	Comments
1T-	Good morning people, the objective for this class is talk to about food, today we continue talking about food, and the last class, we were also talking about food ok, what food do you remember for the last class? Or which food do you remember about last class? Ok sorry can you seat here please? Which food do you remember about last class? Countable and uncountable ehh for example: bananas, are the bananas countable and uncountable?	Eliciting- vocabulary emphasis
1SS	Countable	Respond
2T-	Countable yes because they have a number in front for example, can you count the bananas? Yes or no? Can you count the bananas?	Eliciting
2SS	Yes	Respond
3T-	Yes, all right .Can you count for example, the rice?...the rice? No...Ok what other things can you count?...what other things can you count?	Positive feedback Eliciting

3S1-	Hot dogs	Respond
4T-	Hot dogs, very good, hot dogs...for example...	Repetition
4S1-	<i>two hotdogs</i>	Repetition
5T-	two hot dogs...right...one hot dog, two hot dogs. hot dogs are countable or uncountable?	Repetition
5SS-	Countable	Respond
6T-	Countable...for example, what about the milk? Can I count the milk?...one milk, two milks, three milks...	Repetition- Eliciting
6SS-	No	Respond
7T-	So, what happens in that? Ermm...so milk is countable or uncountable?	Eliciting – Nonverbal language
7SS-	Uncountable	Respond
8T-	Uncountable. Ok, today we continue speaking about food. All right. And I am going to introduce this class using this video. Just look at the video. It is related to food. Ok. Just take a look at it. (The teacher plays the video) All right. What kind of restaurant is that? What happened? What kind of restaurant is that? Is a fast food restaurant or it is a normal restaurant?	Feedback – Positive feedback – Eliciting
8SS-	Fast food	Respond
9T-	It is a fast food restaurant ok. What do they offer in the fast food restaurant. What do they offer in the fast food restaurant?...what kind of food do you eat in a fast food restaurant?	Feedback- Eliciting
9S2-	Burgers	Respond
10T-	Burgers, good. What else?	Repetition – Positive feedback- Eliciting
10S3-	Soda	Respond
11T-	Very good, soda. Ok	Positive feedback
11S4-	Papas fritas	Use of L1
12T-	Ah? How do you say that in English? How do you say that...papas fritas. Lets take a look at this	Nonverbal language- Eliciting
12S5-	Como se dice? French...	Use of L1 and L2

13T-	What?...French what?, french fries	Eliciting
13SS-	(Laugh)	Affective strategy (lowering your anxiety Oxford)
14T-	French fries...yes, what is this?...what is this?	Eliciting
14S6-	Soda	Respond
15T-	a soda, ok. You say...what is this? what does he want to order?...what does he want to order?	Repetition – Eliciting
15S7-	(Whispers)	Nonverbal language
16T-	Ah?	Nonverbal language
16S7-	(Whispers)	Nonverbal language
17T-	Soda right. Where is this? Where do you suppose...where do you suppose is this man from? Where is the man from?, Where is he from? Is he American?	Eliciting
17SS-	No	Respond
18T-	No. Why? Why isnt? is what?...	Repetition- Eliciting
18S8-	Latino	Use of L1
19T-	He is latino. Where does he work? Where does he work? For what company does he work? What is this restaurant similar to? Can you say the name of a famous restaurant? a fast food restaurant? what is this similar to? Do we have a similar restaurant in Barranquilla?	Eliciting – Contextualizing: supplement words (Krashen & Cummins)
19S9-	Mac Donald	Respond
20T-	Mac Donalds right? Ok.They have this service.A service similar to Mac Donald. Do they have service in Mac Donald to the car?	Repetition – Eliciting Contextualizing: supplement words (Krashen & Cummins)
20SS-	Yes	Respond
21T-	Yes. All right. Yes. And this service is to take away. Remember this word. Take away. Class repeat take away.	Positive feedback – feedback - Repetition
21SS-	Take away	Respond
22T-	<i>Repeat...take away.</i>	Vocabulary. Pronunciation. Rote repetition
22SS-	Take away.	Vocabulary. Pronunciation. Rote repetition
23T-	This is a service...ok... you can ask for the food to go. All right?...yes all right. Lets see....so ok. that it is. Ok	Giving explanation about vocabulary- Eliciting -

	people, so, in the last class, ok can you please open your books...today we continue speaking about, today we are going to continue speaking about fast food and also the food that is healthy. All right, healthy food. Do you think fast food is healthy or unhealthy? Do you think fast food is healthy or unhealthy? Healthy or unhealthy? What do you think? This food is..burger, sandwiches,	
23S10-	Hot dog	Respond
24T-	Oh Hot dogs. Hot dogs are healthy or unhealthy food? What?...Unhealthy right? Class repeat -unhealthy-	Feedback Eliciting
24SS-	Unhealthy	Respond
25T-	Ok. Which food is healthy for you? What kind of food is healthy for you?...yes...which food are healthy?	Positive feedback- Eliciting
25S11-	Healthy	Respond
26T-	Which food? hot dogs?	Eliciting
26S12-	Burgers	Respond
27T-	Burgers are...unhealthy right? Unhealthy fast food. For example, what about the apple. An apple is healthy or unhealthy?	Feedback
27S13-	Healthy	Respond
28T-	Healthy. All right. Healthy. It is healthy because is good for you, for your body, your stomach. It is healthy ok. All right, good. For today we are going to see that ok. Open your books on page 42, page 42 please. Look at page 42. Today we are going to study about food, about containers and the...(xxxxx)...what is the objective? We talk about food but also about your diet and lifestyle. Repeat-diet-and lifestyle-	Giving explanation about vocabualry – Giving instructions- Initiation - Vocabulary. Pronunciation. Rote repetition
28SS-	Diet and lifestyle	Vocabulary. Pronunciation. Rote repetition

29T-	The vocabulary is about containers...ok ...containers. Repeat: containers. Look at for example the exercise number 1. Look at the picture and look at the containers in the box. Ok, the containers. What are the containers in the box? Continue bottle, repeat -bottle-	Vocabulary emphasis – Repetition- Giving instructions about vocabulary
29SS-	Bottle	Vocabulary. Pronunciation. Rote repetition
30T-	Box	Vocabulary. Pronunciation. Rote repetition
30SS-	Box	Vocabulary. Pronunciation. Rote repetition
31T-	Can	Vocabulary. Pronunciation. Rote repetition
31SS-	Can	Vocabulary. Pronunciation. Rote repetition
32T-	Carton	Vocabulary. Pronunciation. Rote repetition
32SS-	<i>Carton</i>	Vocabulary. Pronunciation. Rote repetition
33T-	Jar	Vocabulary. Pronunciation. Rote repetition
33SS-	Jar	Vocabulary. Pronunciation. Rote repetition
34T-	Packet	Vocabulary. Pronunciation. Rote repetition
34SS-	Packet	Vocabulary. Pronunciation. Rote repetition
35T-	Tube	Vocabulary. Pronunciation. Rote repetition
35SS-	tube	Vocabulary. Pronunciation. Rote repetition
36T-	<i>Ok. Repeat everybody Can</i>	Positive feedback
36SS-	Can	Vocabulary. Pronunciation. Rote repetition
37T-	<i>Bottle</i>	Vocabulary. Pronunciation. Rote repetition
37SS-	Bottle	Vocabulary. Pronunciation. Rote repetition
38T-	Carton	Vocabulary. Pronunciation. Rote repetition
38SS-	Carton	Vocabulary. Pronunciation. Rote repetition

39T-	Packet	Vocabulary. Pronunciation. Rote repetition
39SS-	Packet	Vocabulary. Pronunciation. Rote repetition
40T-	Tube	Vocabulary. Pronunciation. Rote repetition
40SS-	Tube	Vocabulary. Pronunciation. Rote repetition
41T-	Ok, Please. Let's start...what about number 1	Positive feedback- Initiation – Eliciting
41SS-	Bar	Respond
42S13-	“B”	Respond
42T-	Ok. The pronunciation. Only the pronunciation. -Bottle-	Positive feedback – Pronuntiation emphasis
43SS-	<i>Bottle</i>	Vocabulary. Pronunciation. Rote repetition
43T-	<i>Continue please...</i>	Courtesy
44S14-	<i>Carton</i>	Vocabulary. Pronunciation. Rote repetition
44T-	Sorry?	Ask for repetition
45S15-	Box	Vocabulary. Pronunciation. Rote repetition
45T-	Continue please	Courtesy
46S16-	Can	Vocabulary. Pronunciation. Rote repetition
46T-	Can, very good. Continue please...	Vocabulary. Pronunciation. Rote repetition- positive feedback- Courtesy
47S17-	Jar	Vocabulary. Pronunciation. Rote repetition
47T-	Jar, good and...	Vocabulary. Pronunciation. Rote repetition- positive feedback
48S18-	Tube	Vocabulary. Pronunciation. Rote repetition
48T-	Tube. Tube ok. Class let's repeat that again. 1, 2 and 3 everybody!	Vocabulary. Pronunciation. Rote repetition
49SS-	Can, bottle, box, Bag, carton, jar, packet, tube.	Vocabulary. Pronunciation. Rote repetition
49T-	Ok, Now do the exercise 1 b. Now match the containers from 1 to 8 with the things they can contain. Match ok, remember, match. Erm, what is match in spanish? what is match ?	Positive feedback – Giving instructions- Eliciting
50SS-	xxxxxxx	Inaudible

50T-	Very good. Match the containers , these containers, the vocabulary of containers with the things they can contain. For example Bag	Positive feedback – Giving instructions about vocabulary - eliciting
51S19-	Rice	Respond
51T-	Rice, ok. Bag with rice. What about the number 2. Bottle. A bottle of? a bottle of?	Repetition- positive feedback – Eliciting
52S20-	<i>Water...water</i>	Respond
52T-	A bottle of...	Eliciting
53SS-	Water	Respond
53T-	Please continue doing the rest please.	Courtesy
54SS-	a bottle...	Respond
54T-	You have 2 minutes from 5 minutes ok to finish that exercise.	Giving instruction
55SS-	(whispering) (Students do the exercise)	Nonverbal language
55T-	(Teacher monitors students) Ok ready? Time is up. Ok Heider please, what is the number 3?	Giving instructions- Direction maintenance (instructional scaffolding (<i>Wood-Bruner</i>))
56SHeider-	Box	Respond
56T-	Box?	Clarify
57SHeider-	Juice...	Respond
57T-	Box juice, ok. Number 4 cass, please raise your hand.	Feedback – positive feedback – invite students to participate
58S22-	Can	Respond
58T-	Can of what	Eliciting
59S22-	cola	Respond
59T-	Yes it is possible, can of cola. Number 5...carton	Positive evaluation – Eliciting - Giving instructions- Direction maintenance (instructional scaffolding (<i>Wood-Bruner</i>))
60SS-	Eggs	Respond
60T-	Eggs very good. Erm six, Jar.	Positive feedback- nonverbal language- Direction maintenance (instructional scaffolding (<i>Wood-Bruner</i>))
61S23-	Coffee	Respond
61T-	Coffee yes. Coffee is related to...	Positive feedback - eliciting
62S24-	Jar	Respond
62T-	Yes. Jar of coffee. Yes, packet. What about the packet?	Positive feedback – Eliciting

63SS-	(xxxxxx)	Inaudible
63T-	Sorry	Courtesy
64SS-	(xxxxxx)	Inaudible
64T-	Packet of xxxx and a tube of?	Eliciting
65S25-	paste	Respond
65T-	Alright toothpaste. Remeber, a bag of...repeat...a bag of	Positive feedback - eliciting
66SS-	A bag of	Vocabulary. Pronunciation. Rote repetition
66T-	A bottle of	Vocabulary. Pronunciation. Rote repetition
67SS-	A bottle of	Vocabulary. Pronunciation. Rote repetition
67T-	A box, a box	Vocabulary. Pronunciation. Rote repetition
68SS-	a box	Vocabulary. Pronunciation. Rote repetition
68T-	a box of. Remember this. The next one...can..erm a can of	Vocabulary. Pronunciation. Rote repetition
69SS-	can of	Vocabulary. Pronunciation. Rote repetition
69T-	Jar...a jar of, packet, a pack of	Vocabulary. Pronunciation. Rote repetition
70SS-	a packet of	Vocabulary. Pronunciation. Rote repetition
70T-	A packet of, all right, that is right. So, I am going to give you please, I am going to give you this. This is a paper to do in groups..get together please. Come together. Ok listen. I am going to give you this small piece of paper with some pictures. Ok these are some pictures. The idea is , listen pay attention, I am going to give you these pieces of paper and for example you are going to say this... the idea is that you say- I went to the supermarket and I got chips...1, 2 3. What is the container for the chips	instructions Repetition- Giving
71SS-	(Commenting)	Inaudible
71T-	Box or Bag?	Eliciting
72SS-	Bag	Respond
72T-	Ok in this case bag. Now look at this...box or bag	Positive feedback – giving instruction- eliciting

73S26-	Bag	Respond
73T-	Ok I went to the supermarket, say it	Positive feedback - Vocabulary. Pronunciation. Rote repetition
74SS-	I went to the supermarket	Vocabulary. Pronunciation. Rote repetition
74T-	and I got 3 boxes	Vocabulary. Pronunciation. Rote repetition
75SS-	I got 3 boxes	Vocabulary. Pronunciation. Rote repetition
75T-	3, 3, 3 bags of chips...ok another person, please Heider make one please.	Repetition -
76SHeider-	What is this ?	Eliciting
76T-	This is cereal...what is the container for the cereal?	Respond – eliciting
77S-	hmm bo...box	Nonverbal language use of L2
77T-	Box. Ok Heider please.	Repetition- positive feedback- Courtesy
78S Heider-	I go to...	Grammar. Pronunciation. Rote repetition
78T-	I go to	Grammar. Pronunciation. Rote repetition
79S Heider-	I go to	Grammar. Pronunciation. Rote repetition
79T-	You have to say the number	Giving instructions
80SHeider-	One box of cereal	Respond
80T-	One box of cereal, repeat that again please	Vocabulary. Pronunciation. Rote repetition
81SHeider-	I went to the supermarket...and I got one box of cereal.	Respond
81T-	So the idea is to memorize the whole sentence...I went to the supermarket and I got 3 bags of chips...Heider said...	Recalling: to remember bring something back into the mind. Giving instructions
82S Heider-	I went to the supermarket	Respond
82T-	Another person.. ready to practice..again to memorize	Keeping directions in terms of the goals
83SS-	cheese (xxxx) rice	Vocabulary. Pronunciation. Rote repetition
83T-	Ok make examples, take one	Positive feedback -
84SS-	(Whispering) xxxxx	Nonverbal language
84T-	You have to say one...	Keeping directions in terms of the goals
85SS-	(Making comments) xxxxx	Inaudible

85T-	Say bought...	Grammar emphasis
86S27-	rice...xxxxx	Vocabulary emphasis
86T-	xxxxx	Inaudible
87S28-	I went to the supermarket	Use of L2
88S29-	Que le colocamos a box?	Use of L1 and L2
87T-	Ok ready, yes please	Positive feedback – Courtesy
89S30-	one carton of eggs.	Respond
88T-	ok good a carton of eggs	Positive feedback – repetition
90SS-	xxxxx	Inaudible
91S31-	Tomatoes	Use of L2
89T-	Continue please	Courtesy
92S31-	<i>I bought a box of tomatoes</i>	Respond
90T-	Ok	Positive feedback
93S32-	I....3 loafs of bread	Respond
91T-	Loafs of bread, continue	Repetition
94S33-	I went to the supermarket and I bought 3 packets of cherries and pineapple...you Daniela	Use of L2
95SDaniela-	Loafs of bread	Use of L2
92T-	Daniela, 3 loafs of bread. Ok in group you are going to write some sentences ok, using this vocabulary ok. Write in english 2 sentences using this vocabulary. You will have 2 mins please write 2 sentences ok.	Giving instructions about grammar and vocabulary

APPENDIX 10

Lesson plans transcriptions		
RECORDING 1. Class #4		
Date:	04/11/2015	
Time:	4:30 - 6:00 pm	
Number of students:	22	
Number of teachers:	1	
Course:	Advanced 1	
Place:	Universidad Simón Bolívar	
Conventions :	WNP=Word not permitted in class ED=Events that disturbed SS=Students T=Teacher XXXXX Inaudible ... pausa	
	Information	Comments
1T	Ok, how are you today?	Positive feedback – Courtesy
1SS1	Fine, thank you	Respond
2T	Fine mmmmm....	Repetition
2SS-2	Excellent	Respond
3T	Well, in the last class, we are talking about.... We are talking about...Ehh exchanging ideas of mood.... and the subject we have today....We are going to start practicing how to express in English.. And so...for today I decided to work with the lesson be used to.....Ok...when we are talking about past.... , we express our ideas like last year I went to Santa Martha, last year I travelled to Peru, so we use ideas like that, also we can express past tense when we say... I have been to Venezuela twice, I have worked for many years in this company, I am talking about past, well there are many ways to express past.....Ok we are solving I was working ... this is also past...but today we are going	Repetition- Grammar emphasis- Giving examples

	<p>to study, the past in a different way, use another structure, that maybe you don't know, Ok so you are going now to listen.</p> <p>Ok so you are going to listen to some music, you are going to pay attention how this person express the past... and according to this I am going to give you some examples, Ok so what I want you do is try to guess, how that person expressing the past..</p> <p>Ok... so now you are going to listen a song....so pay attention to the way that person express the past.</p>	
Song	Used to de daughtry	Song
4T	Ok, there's was an expression that was always there... but was expression you listened?	Positive feedback- eliciting
3SS	Used to	Respond
5T	Ahhhh...	Nonverbal language
4SS	Used	Respond
6T	Ok.. What was the expression that always listened?	Positive feedback- feedback - Eliciting
5SS	Used	Respond
7T	<p>Used ...to Ok...I used to listen..</p> <p>Ok..I can say I gonna give you an example: I used to play with my brothers... I used to play football with my brothers.... I used to be with them all the time, because they were three brothers...three brothers and I was always with them ...so I used to be with them all the time ...</p> <p>I used to fight... I used to do many things with my brother, that was in the past when I say used to play football with my brothers When I was 7 years old, how would you translate that into English?</p>	Feedback- Giving examples- Eliciting
6SS	Solia jugar con mis hermanos.	Use of L1
8T	Ah, yes, past – in that way you are expressing habits in the past. When we express habits in the past we use used to. So, the question is what did you use to do when you were a	Nonverbal language- Positive feedback- Grammar emphasis- Use of metalanguage

	child? What did you use to do? In the past... Think about it.. When you were a child.	
7SS	XXXXXX	Inaudible
9T	When you were a child... 7, 8?	Eliciting
8SS	I used to XXXXX	Use of L2- Inaudible
10T-	You used to play XXXXX What did you do XXXX?	Give examples- Eliciting
9SS	XXXXXX	Inaudible
11T	When you were a child, what did you use to do? Didn't you use to play with dolls with your friends? Play with dolls, with Barbies? Did you use to play with Barbies?	Eliciting
10SS	Yes, I did.	Respond
12T	What did you use to do, when you were a child?	Eliciting
11SS	I used to run in the house.	Respond
13T	What did you use to do, Julio, when you were a child?	Eliciting
12SS	I used to play soccer.	Respond
14T	I used to play soccer. Dario, did you use to play soccer with your friends when you were a child?	Repetition- Feedback- Eliciting- interaction
13SS	Yes, yes, yes. XXXXX.	Respond- Inaudible
15T	Yes, or No?	Eliciting
14SS	Yes, I did.	Respond
16T	What did you used to do in school when you were a child?	Eliciting
15SS	Eat everything.	Respond
17T	What?	Ask for repetition
16SS	I used to eat all the time	Respond
18T	Were you fat? Were you fat? So, you used to be fat when you was a child. He used to be fat because he used to eat a lot. What did you used to do XXXX?	Eliciting - Inaudible
17SS	I used to play with Barbies.	Respond
19T	What about you Angelica?	Eliciting
18ss	XXXXXX	Inaudible

20T	Oh, my God! Dario, did you used to watch, ah the pink panther when you was a child? Did you use to watch, ah the pink panther. The Pink panther was in my age. Did you use to watch Scooby Doo when you was a chil	Positive feedback- Eliciting
19SS	Yes XXXX	Respond
21T	Yes, I what?	Feedback- ask for repetition
20SS	Yes, I did.	Respond
22T	Remember, the expression used to is used to say the past and we leave the structure for the past the same. Yes, I did, no I didn't. These are the most common when asked What did you use to do? So, remember... XXXXX the past we use the expression USED TO, okay. If you noticed it is the past tense of USE and listen to the pronunciation USED TO. Okay, here. Let's see how it works. Okay, we use TO in the infinitive... I used to running is not correct. I used to run, I used to walk, I used to listen, I used to bathe. An expression that we want to use when you use WAS/ When I was ten, when I was a child, when I was fifteen, when I was at a school. When I was XXXX when I was ten I used to play with dolls. NEGATIVE past tense, I didn't use, and the grammar XXXX the verb is in the base form. Didn't use to smoke for the negative. What didn't you use to do when you were a child. I didn't use to watch TV very much. I didn't use to watch TV very much. What didn't you use to do? What didn't you use to do? I didn't use to watch TV very much and you?	Recalling: to remember bring something back into the mind- Grammar emphasis- use of metalanguage- Positive feedback- eliciting- Inaudible
21SS	I didn't use to listen to music.	Respond

23T	I didn't use to listen to music. Okay, what about you. What didn't you use to do?	Repetition – Positive feedback- Eliciting
22SS	I	Hesitation
24T	Complete sentence.	Controlling frustration
23SS	I didn't use to...	Incomplete Respond
25T	Use to speak. That's why it was short. okay, and what didn't you use to do? Didn't you use to sleep? Didn't you use to listen to music? And you? Miss? What didn't you use to do?	Complete respond- Eliciting
24SS	I didn't use to play soccer	Respond
26T	Ah, you didn't use to play soccer, of course! Okay, so that's for negative. Now, what about the questions? XXXX Did you used to play in the park? Yes, I did! Did you use to play football in the park? No, I didn't. So that's the way, did you used to talk, send e-mails when you were ten?	Nonverbal language- repetition- positive feedback – grammar Emphasis- giving examples- Eliciting- inaudible
25SS	XXXX No... Si, si.	Inaudible -Use of L1
27T	Is it possible?	Eliciting
26SS	Yes.	Respond
28T	Did you use to watch horror news when you were ten?	Eliciting
27SS	No	Respond
29T	No I didn't. So that's the way we answer XXXX But there are WH questions, remember. What did you use to do? Where did you use to go? When did you use to do something, okay. For that you have to get more information. Where did you use to spend your vacation when you were a child? Where? When I say where you have to give more information. Where did you use to spend, your vacation?	Grammar emphasis- eliciting-
28SS	I use to	Respond
30T	Complete sentence.	Correct

29SS	I used to my vacation.	Incorrect Respond
31T	Organize your ideas Where did you use to go on vacation when you were a child? I used to go ... to	Feedback – Eliciting
30SS	I used to go to Santa Marta.	Respond
32T	I used to go to Santa Marta.	Repetition
31SS	STUDENT WALKS IN	Use of L2
33T	Hello.... Welcome to the club. Mary, XXX to talk at the same time.... So, where did you use to go? No entiendes la estructura. Como lo entiendes tu en Espanol? Mary listen to him. So, where did you use to go on vacation?	Courtesy – Eliciting – Use of L1
32SS	XXXXXX	Inaudible
34T	What about you, XXXX . I used to go to Barranquilla. Where did you use to go on vacation?	Eliciting
33SS	I used to go to Barranquilla and to Cartagena.	Respond
35T	So remember, when you have XXXX when did you use to, the question is WHEN so it has to do with time. WHEN? In the morning, afternoon? When did you use to study?	Recalling: to remember bring something back into the mind-eliciting
34SS	XXXXXX	Inaudible
36T	When did you use to study? So let's see some examples. Like I was saying I used to play with dolls. I was saying I didn't use to smoke. Question? Did you use to smoke when you were ten? For these use short answers you say yes I did and for No,	Eliciting – giving examples-
35SS	I didn't. XXXXX	Respond

37T	How did he used to be when he was young? Look he was young here, he used to be thin, but now he's fat. So, remember, we make a contrast between the past and the present. XXX Pamela says, when he was a child he was fat, but now he's slim. Yes, or No?	Eliciting
36SS	Profesor	Use of L1
38T	Okay, how did you use to be when you were young? With no hair. Have you changed? I used to be smaller.... And you? How did you use to be?	Positive feedback – Eliciting
37SS	XXXXXX	Inaudible
39T	Have you changed? You used to be fat? Fatter? Ha ha ha	Eliciting – Nonverbal language
38SS	XXXXXX	Inaudible
40T	How did you use to be when you were a child? You used to be fat, but now you're good. Ha ha ha, Oh, my God.	Eliciting- Nonverbal language
39SS	XXXXXX	Inaudible
41T	So let's continue with another example... In the past I used to be XXXX but now I have a tough job. I used to be a XXXX but now I am XXXX. So you have to think about something you used to do before and now you don't. As I told you, in the past I used to play with my brothers and now I don't. In the past...	Giving examples
40SS	XXXXXX	Inaudible
42T	XXXXXX	Inaudible
41SS	XXXXXX But now I don't....	Use of L2
43T	In the past, XXXXX In the past I used to go to the stadium every weekend, but now I don't. But now I don't.. XXXXX Tell me an example.	Repetition- Giving examples- Eliciting
42SS	In the past, I used to play volleyball, but now I don't, play.	Respond

44T	But now I don't.	Feedback
43SS	In the past I used to dance, but now I don't.	Respond
45T	What can you say....XXXX ? Dario? Adella? XXX In the past...	Eliciting
44SS	In the past I used to watch TV, but now I don't.	Respond
46T	okay.	Positive feedback
45SS	XXXXXX	Inaudible

47T	<p>XXX for the negative... XXXX the same, okay. SO now we have a hard part for you. You are going to ask one your classmate about his past and report to the group. We have some questions. What did you used to watch How did you use to be when you were a teenager? Some of you are still teenagers? Another, did you to play on the streets with your friends? Did you use to eat ice cream with your family? Did you use to study language when you were in primary school? Did you use to ride your bike in the park when you were a child? XXXXX 2,4,6, 8 questions.</p> <p>You're going to select 4 questions. Select 4 questions right now. Write down the 4 questions you're going to select. No, nah, You're going to select 4 questions and THEN you're going to interview at least three people asking questions about what did he use to do? So, select 4 questions that you want to ask another classmate. When you stand up XXXXX and you have the answer. For example XXX Adriana, Erica, XXXX are going to XXX about the answers. XXXX report. Let's start. You're going to have ten minutes. I'm going to give you ten minutes. And then you're going to report. Select the 4 questions, tell me if you don't understand any of this.</p>	Giving instructions- Eliciting
46SS1	XXXXXXXX XXXXXX cuando...	Use of L1
47SS2	Que cosa?	Use of L1
48SS3	Fabian...	Called a student
48T	<p>select, select, select.. Ten minutes. I used to be extroverted. Como eras tu? Callado? I used to be jumpy.</p>	Repetition- giving instructions- Use of L1- Giving examples
49SS1	XXXXXX	Inaudible
50SS2	Use, Used	Grammar emphasis

51SS4	XXXXXX	Inaudible
52SS5	Uno puede escoger las que quiera?	Use of L1
49T	Si son 8 preguntas... todavía? Used to, I used to...	Use of L1- Grammar emphasis
53SS	Ha ha ha	Nonverbal language
50T	I used to play... Okay, stand up, please. Stand up.	Giving examples- Positive feedback- Giving Instructions
54SS	XXXXXX	Inaudible
51T	Okay. Vamos a empezar... STAND UP.	Positive feedback – Use of L1
55SS1	XXXXXX	Inaudible
52T	Stand up and look at the other person. XXXXXX XXXXXX XXXXXX XXXXXX	Giving instructions- Inaudible
56SS	Otra vez... permiso nena....	Use of L1
57SS2	Margarita? Margarita?	Named other student
58SS3	XXXXXX se va el man...	Use of L1
53T	Okay, It's time.	Keeping direction in terms of the goals
59SS	hablame en Espanol.	Use of L1
54T	Very poor... A ha! XXX Keila...	Negative feedback- Nonverbal language
60SS	XXXXXX	Inaudible
55T	Time. Time to stop. You have to listen to...	Keeping direction in terms of the goals
61SS1	XXXXXX XXXXXX	Inaudible
56T	Okay, sit down. XXX Listen. XXX okay? Okay..Erica can you start reporting, please?	Positive feedback- giving instructions- Courtesy
62SS1	Angelica said she used to play Volleyball XXXX	Use of L2
63SS1	Karen didn't use to watch TV when she was ten.	Use of L2
64SS1	Margarita used to eat ice cream with her family, especially on the weekend.	Use of L2
65SS2	Karina used to go to Santa Marta on Vacation.	Use of L2
66SS2	Margarira used to play Barbie.	Use of L2
67SS2	Sharid used to go XXXXX	Use of L2
68SS2	Erica used to study when she was primary school.	Use of L2

57T	Remember the pronunciation USED TO Karina, please report	Recalling: to remember bring something back into the mind- Reducing degrees of freedom in the task in order to make it manageable – eliciting
69S3	XXX used to drive to Medellin to visit her family.	Respond
70S3	Margarita used to XXX English when she were in primary school.	Respond
58T	When she were? Or when she was?	Eliciting
71S3	XXXXXX family	Respond
72S3	Maria Pacheco used to play soccer.	Respond
73S4	XXMaria used to play Barbie.	Respond
74S4	XXX Visit her mom.	Respond
75S4	XXX when she was....	Respond
59T	That's Karina's mistake...	Negative feedback
76S4	XXXXXX	Inaudible
60T	What do you say Maria?	Eliciting
77S5	Dario he used to play soccer.	Respond
78S5	XXXX	Inaudible
61T	Dario, please report.	Reducing degrees of freedom in the task in order to make it manageable – eliciting
79S6	I used to play playstation... delante de todos?	Respond
62T	A las XXXX es que vas a entender.	Use of L1
80S7	XXXX play soccer with his brother..	Respond
81S7	Dario used to XXXXX when he was ten.	Respond
63T	When he was ten.	Repetition
82S8	XXXX when he was ten.	Repetition
83S8	XXXX used to eat ice cream with his family.	Respond
84S9	XXX she used to XXXX	Respond
64T	XXXX XXX	Inaudible
85S9	XXXX used to play...	Respond
86S9	XX she used to.....XXXX	Respond
65T	Julio...	Invite students to participate
87S10	Carlos used to go to Santa Marta.	Respond
88S10	XXX study English in Primary School	Respond
66T	Sheila	Invite students to participate
89S11	Evan used to XXXX	Respond
90S11	Adriana used to XXXXX	Respond

91S11	Julio used to eat ice cream with family..	Respond
67T	Obando?	Invite students to participate
92S12	She used to play soccer in XXX	Respond
93S12	Sebastian used to study at the.... XXXX	Respond
94S12	Sharid used to XXXXX	Respond
68T	XXXX	Inaudible
95S13	XXXXXXXXXX	Inaudible
96S13	Julio XXXXX used XXXx	Inaudible
97S13	XXXX beach....	Inaudible
98S13	XXXXXX XXXX	Inaudible
99S14	XXXXX XXXXXXXX	Inaudible
100S14	XXXX family ice cream XXXXX	Inaudible
69T	Okay, can you say....	Eliciting
101S15	She used toXXXX	Inaudible
70T	XXXX XXXXX	Inaudible
102S15	Angel used to go to Cartagena..	Respond
103S15	XXXX with his brothers...XXX	Respond
104S15	Adriana used to XXXXXX	Respond
71T	Who's missing?	Eliciting
105S16	They used to go to Santa Marta Carlos used to play with his brothers.	Respond
107SS	Cinco para todos...	Use of L1
72T	Okay, wait a minute. Please hurry. Tell me.	Manage timing
108S17	Elia used to play on the streets with her friends.	Respond
109S17	Karen Didn't eat ice cream with her family.	Respond
110S17	Margaret used to study English when she was in primary school. karina used to ride her bike in the park when she was a child.	Respond
73T	A child	Repetition

APPENDIX 11

Lesson plans transcriptions		
RECORDING 1. Class #5		
Date:	02/10/2015	
Time:	12:00 - 1:30 pm	
Number of students:	30	
Number of teachers:	1	
Course:	Advanced 2	
Place:	Universidad Simón Bolívar	
Conventions :	WNP=Word not permitted in class ED=Events that disturbed SS=Students T=Teacher XXXXX Inaudible Pause: ...	
	Information	Comments
1 T-	Ok, and those verbs are told ... what is the tense? the past? do you remember that the third and the second and the third column the past? the past?	Grammar emphasis. Use of metalanguage.
1SS	Past simple	Grammar emphasis. Use of metalanguage.
2T-	No... no...past simple, remember what is the based form and then the past and then the...	Grammar emphasis. Use of metalanguage.
2SS	Continuous	Grammar emphasis. Use of metalanguage.
3T-	No...La lista de los verbos que se han tenido que aprender desde el primer nivel, se acuerdan del presente del pasado y el...	Use of L1. Grammar emphasis. Use of metalanguage.
3SS-	Participio pasado	Grammar emphasis. Use of metalanguage.
4T-	Participio pasado...it has to do with the passive...it has to do with the passive, for example on the board... on the board we've got look at this is an active... this is an active	Grammar emphasis. Use of metalanguage.

	sentence: Sara made a beautiful mirror for Sam's birthday, this is an active....	
4SS	But, teacher why?	Eliciting
5T-	Active.. first we are going to identify who does the action...or who performs the action	Grammar emphasis. Use of metalanguage. Language analysis
5SS-	Xxx	Inaudible
6T-	No... no listen...listen... who performs the action?	Grammar emphasis. Use of metalanguage. Language analysis.
6SS-	Sara	Respond
7T-	That's right is the person to act and this is the subject What is the action?	Grammar emphasis. Use of metalanguage. Language analysis.
7SS-	made	Response
8T-	Made in what tense? Present, past, future	Grammar emphasis. Use of metalanguage. Language analysis.
8SS	Past	Response
9SS-	Past	Response
9T-	Past that why this is the subject in past... and what is the object of that sentence?	Grammar emphasis. Use of metalanguage. Language analysis. T-wc interaction Elicitation. Initiation
10S2-	Mirror	Response
10T-	Ahh a mirror or a...	Feedback
11S3-	Beautiful mirror	Response
11T-	Beautiful mirror... that's right this is the object and for Sam's birthday is the complement, right ...this the complement, so Sara made a beautiful mirror for Sam's birthday, so it is easy to recognize the object what did she make?... what did she make? Answer to that question... answer to that question...listen the question... what did Sara make?	Eliciting Checking listening comprehension Initiation
12SS	A beautiful mirror	Response
12T	A beautiful mirror that's the answer But in this one in an active sentence we are saying what the subject did is an active, but in passive we are going to say what happen to the subject, so in the passive sentence in	Feedback. Grammar emphasis Initiation

	the passive sentence... the object becomes the... the....	
13SS	the subject	Response
13T	The subject.. the subject the object becomes the subject... a beautiful mirror... the active sentence is in past... so if I want to express something in passive in past passive I use the past tense of the verb	Feedback
14SS	Was..	Response
15SS	Was	Response
14T	What is that? The past tense of what auxiliary verb?	Initiation through questions. Grammar
16SS	Be...	Response
17SS	Be	Response
15T	Be... that's right so.... this is the past tense third person, right... a beautiful mirror was... and then...the...	Feedback
18SS	Mirror	New response
16T	What is that? Talking about the text?	Elicitation. Checking comprehension
19SS	Xxxx	Inaudible
20SS	The past	Grammar. Response.
21SS	Xxxx	Inaudible
17T	Noo the past xxx lo dijimos ahorita.. past participle of the verb.. this is the past tense of to be ...past tense of to be ... and this is the past participle of the verb make. Make: made, a beautiful mirror was made by Sara. Another example: This camera was made in China. I am not interested who made the camera, but we are going to emphasize that it was made over there, ok because nobody knows who made it, the benchmark, institution or the company of this camera, so this camera is the...	Use of L1. Checking comprehension grammar.
22SS	The subject	Response. Grammar
18T	The subject.. What is was?	Feedback. Question. Grammar
23SS	Auxiliary	Response. Grammar
19T	The past tense of the auxiliary of the verb to be was and made is the past participle So this is the past or you	Grammar Instructions.

	<p>could say the phrasal verb in past – phrasal because it has more than word. This camera was XXXXX. So in our meeting here.... We can hear on page 94 and 95</p> <p>Please, everyone, open your books to pages 94 and 95 XXXX material. Page 94 and 95 – Career XXXX And before starting, before starting our reading, because we’re going to analyze some passive sentences.</p>	
20T	<p>So we’ve got here vocabulary number 1. We’ve got 6 words.... Some of them you know them already....For example XXXX</p> <p>Judge Jury Police Officer Thief Victim And Witness Repeat after me, please... JUDGE</p>	<p>Initiation. Vocabulary</p>
24SS	JUDGE	Vocabulary. Pronunciation. Rote repetition.
21T	JURY	Vocabulary. Pronunciation. Rote repetition.
25SS	JURY	Vocabulary. Pronunciation. Rote repetition.
22T	POLICE OFFICER	Vocabulary. Pronunciation. Rote repetition.
26SS	POLICE OFFICER	Vocabulary. Pronunciation. Rote repetition.
23T	THIEF	Vocabulary. Pronunciation. Rote repetition.
27SS	THIEF	Vocabulary. Pronunciation. Rote repetition.
24T	VICTIM	Vocabulary. Pronunciation. Rote repetition.
28SS	VICTIM	Vocabulary. Pronunciation. Rote repetition.
25T	WITNESS	Vocabulary. Pronunciation. Rote repetition.

29SS	WITNESS	Vocabulary. Pronunciation. Rote repetition.
26T	But these time, we're going to it with passion Because some students, look at this, some students are like.... judge jury Police Officer Thief Victim Witness, witness	Vocabulary. Pronunciation. Rote repetition.
27T	This time we're going to do it with passion.. JUDGE	Vocabulary. Pronunciation. Rote repetition.
30SS	JUDGE	Vocabulary. Pronunciation. Rote repetition.
28T	JURY	Vocabulary. Pronunciation. Rote repetition.
31SS	JURY	Vocabulary. Pronunciation. Rote repetition.
29T	POLICE OFFICER	Vocabulary. Pronunciation. Rote repetition.
32SS	POLICE OFFICER	Vocabulary. Pronunciation. Rote repetition.
30T	THIEF	Vocabulary. Pronunciation. Rote repetition.
33SS	THIEF	Vocabulary. Pronunciation. Rote repetition.
31T	VICTIM	Vocabulary. Pronunciation. Rote repetition.
34SS	VICTIM	Vocabulary. Pronunciation. Rote repetition.
32T	WITNESS	Vocabulary. Pronunciation. Rote repetition.
35SS	WITNESS	Vocabulary. Pronunciation. Rote repetition.
33T	There are three students who are repeating like this.... You have to open your mouth! judge jury Police Officer Thief Victim Witness,	Vocabulary. Pronunciation. Rote repetition.

	This time please REPEAT IT. T: JUDGE	
36SS	JUDGE	Vocabulary. Pronunciation. Rote repetition.
34T	JURY	Vocabulary. Pronunciation. Rote repetition.
37SS	JURY	Vocabulary. Pronunciation. Rote repetition.
35T	POLICE OFFICER	Vocabulary. Pronunciation. Rote repetition.
38SS	POLICE OFFICER	Vocabulary. Pronunciation. Rote repetition.
36T	THIEF	Vocabulary. Pronunciation. Rote repetition.
39SS	THIEF	Vocabulary. Pronunciation. Rote repetition.
37T	VICTIM	Vocabulary. Pronunciation. Rote repetition.
40SS	VICTIM	Vocabulary. Pronunciation. Rote repetition.
38T	WITNESS	Vocabulary. Pronunciation. Rote repetition.
41SS	WITNESS	Vocabulary. Pronunciation. Rote repetition.
42SS	XXXX	Inaudible
39T	Ok. Good. Now, who is the judge? Who's the judge? The judge... el juez.. The judge is the person who decides a sentence.. Who is the jury...	Feedback. Vocabulary explanation. Mix of L1 and L2.
43SS	XXXXX	Inaudible
40T	Si ese el jurado – If you have to define the word, but in English – The jury The jury is a group of.... People who... who what?	Feedback. Vocabulary explanation. Mix of L1 and L2.
44SS	XXXX	Inaudible
41T	No, they decide if the person is guilty or... The opposite of guilty...?	Elicitation.

	<p>The opposite of guilty? No, you don't know that word?</p> <p>They decide if the person goes to jail or not.</p> <p>The jury, decides.... is a group of people, is a group of people who decide If a person is sent to prison or not. And that's the jury.</p>	
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